

LESSON 8: DESIGNING AND IMPLEMENTING A TWO-WEEK PHYSICAL ACTIVITY LOG

Grade-Level Outcomes

Primary Outcomes

Assessment & program planning: Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)

Assessment & program planning: Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessments. (S3.M15.6)

Embedded Outcome

Accepting feedback: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)

Lesson Objectives

The learner will:

- implement a program of remediation for areas of weakness based on the results of health-related fitness assessments.
- maintain a physical activity log for at least two weeks (to be included in the learner's portfolio) that tracks the implementation of a program of remediation.

Equipment and Materials

- Copies of two-week physical activity log (Make PDF copies available to students online to cut down on paper distribution.)
- Student portfolios (By now these should include a one-week PA log, a program of remediation [fitness plan], a scoring guide for the portfolio, and a portfolio registry [additions and deletions].)
- Station cards listing each component of health-related fitness
- Various equipment for muscular strength stations (e.g., sand bells, medicine balls, aerobic steps, exercise bands)

Introduction

Today, you will implement your program of fitness remediation. You will do that by beginning work on a two-week physical activity log. This log will help you track how you implement your plan. At the end of two weeks, you will be asked to reflect on your plan. All of this work will be kept in your portfolios.

Instructional Task: Sharing Program of Remediation

■ PRACTICE TASK

In small groups, students rotate to stations labeled with individual components of health-related fitness.

Students do the following at each station.

- Cardiorespiratory endurance: Students share what activities they plan on participating in that will either maintain or improve this component.
- Muscular strength and endurance of the upper body: Students demonstrate with available equipment exercise they have listed that will either maintain or improve this component.
- Flexibility: Students demonstrate flexibility exercises that they plan on participating in that will help maintain or improve this component.
- Muscular strength and endurance of the abdominal muscles: Students demonstrate with available equipment exercises they can do to maintain or improve this component.

EMBEDDED OUTCOME: S4.M3.6. Use this task to reinforce self-responsibility as students work independently and use assessment results to make improvements.

Refinement

Students can refine their fitness plans during this activity if they get a new idea or deepen their understanding of how to remediate an area of fitness (e.g., students might discover options other than push-ups for improving upper-body strength and endurance).

Student Choices/Differentiation

Students may pick groups to work in.

What to Look For

Listen to student conversations and observe student demonstrations to check for understanding.

Instructional Task: Design and Implement Physical Activity log

■ PRACTICE TASK

Distribute sample pages to be used for the physical activity log, and review with students how they are to be used:

- Distribute physical activity log forms and portfolios.
- Students review the programs that they designed.
- Students look at previous work in their portfolios and reflect on it. Provide them with guiding questions to help them.

Students should start creating their two-week physical activity logs. They should also reflect on the process of implementing their programs and the logs.

Extension

Students can practice some of the activities they have planned. This allows you to check for understanding and make sure the activities are aligned with the areas of remediation. It will also provide some moderate to vigorous physical activity if the bone- and muscle-strengthening section is taken out.

Guiding questions for students:

- How can you make the work that you are about to do for the next two weeks better than the work that is already in your portfolio?
- Has your thinking or understanding about physical activity changed at all?

Student Choices/Differentiation

- Students can design their own physical activity logs if they prefer to have their own format. Logs should include the following, at a minimum:
 - Day
 - Date
 - Activity
 - Time
- Students can pair up to review each other's drafts for some simple feedback before trying to implement their plans.

What to Look For

Students are using the physical activity log correctly.

Formal and Informal Assessments

- Observe student demonstrations and listen to student conversations.
- Students' portfolios will provide evidence of standard S3.M16.6.

Closure

- What are two important things to remember as you work on your two-week log?
- How does being physically active affect your well-being?
- Do you have any questions about this assignment?

Reflection

- What assistance will students need during the next two weeks?
- What is the best way to motivate students to keep up with their logs?

Homework

For the next two weeks, you will implement your physical fitness program. While doing so, you will maintain a two-week physical activity log. At the completion of this log, you will be asked to reflect on your activity levels that you documented in the log. Copies of the forms to be used for the log can be found on the school's physical education website. Finally, your two-week log, fitness plan, and reflection will be included in your physical education portfolio.

Resources

Melograno, V.J. (2000). *Portfolio assessment for k-12 physical education*. Reston, VA: National Association for Sport and Physical Education.