

## LESSON 2: ONE-DAY (WEEKDAY) PHYSICAL ACTIVITY LOG

### Grade-Level Outcomes

#### Primary Outcomes

**Fitness knowledge:** Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6)

**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)

#### Embedded Outcome

**Fitness knowledge:** Sets and monitors a self-selected physical-activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)

### Lesson Objectives

The learner will:

- create a one-day physical activity log that will lead eventually to a two-week physical activity log.
- participate in muscle- and bone-strengthening activities.

### Equipment and Materials

- 4 cones
- Indoor gym space or classroom
- LCD overhead projector
- Wall or screen to project onto
- Large Wiffle balls (1 per 2 students)
- Pencils
- Clipboards (enough for cooperative groups of 4 to 5 students)
- Copies of 1-day physical activity log (1 per student for homework and a few extra for cooperative groups during class time)

### Introduction

*Today, you will start to keep track of your physical activity by using a physical activity log. By the end of the school year, you will be keeping track of your physical activity in a two-week physical activity log. This two-week activity log will be part of a portfolio that you will turn in at the end of the year.*

## Instructional Task: Muscle- and Bone-Strengthening Activities With Wiffle Ball

### ■ PRACTICE TASK

This task assumes that the class has been working on a variety of muscle- and bone-strengthening activities over the course of the school year.

Students work in pairs on upper-body strengthening exercises such as various planks and push-ups, as well as various abdominal exercises.

Note: Find most of these exercises or variations in Hichwa, 1998.

## While in push-up position:

- Students are able to give a low five to a partner. (Students assume a push-up position, each facing a partner. On your command, students touch the partner's wrist with their hand: right hand to partner's left wrist and then left hand to partner's right wrist.)
- Students are able to give a high five to a partner. (Students assume a push-up position, each facing a partner. On your command, students touch the partner's opposite shoulder with their hand: right hand to partner's left shoulder and then left hand to partner's right shoulder.)
- Roll a Wiffle ball back and forth with a partner about 12 feet (3.5 m) apart. (Working in pairs, one student is in a push-up plank position and the other is standing behind the first student's feet. The standing partner rolls a Wiffle ball on the ground to the right of the partner, who stops the ball with the right hand, transfers it to the left hand, and rolls it back to the standing partner.)

## While in curl-up position:

Toss a Wiffle ball back and forth with a partner (like a medicine ball). Make sure you are in a curl-up and not a sit-up to avoid injury to the tailbone.

Note: Undertake the previous tasks only if students participated in a scientifically based fitness assessment such as Fitnessgram earlier in the year, so that you have some idea about their fitness levels.

**EMBEDDED OUTCOME: S3.M8.6.** Students create and monitor a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness levels.

## Extension

Students set and monitor self-selected physical activity goals. Each student comes up with at least one goal for upper-body strength.

## Student Choices/Differentiation

- Students choose number of repetitions based on fitness level.
- Students choose their own partners.
- Skills can be modified based on students' skill levels.

## What to Look For

- Students are participating in the push-up and curl-up exercises in a safe and controlled manner.
- Students are self-selecting exercises based on their perception of current fitness levels.
- Students are choosing exercises that provide a challenge (overload).

## Instructional Task: One-Day (Weekday) Physical Activity Log

### ■ PRACTICE TASK

Using an overhead projector, demonstrate how to fill out a one-day physical activity log.

## Extension

Students volunteer to give examples of physical activity that they pursue, and you write them in the appropriate place in the log.

## Student Choices/Differentiation

Provide videos and handouts to help reinforce the material.

## What to Look For

Students learn the basic understanding of using a physical activity log.

## Instructional Task: Practice Filling Out an Activity Log

### ■ PRACTICE TASK

In cooperative groups of four or five, students fill out a one-day physical activity log. Students work together to create a hypothetical person and fill out this sample log.

### Extension

Students make sure that they include an activity that will address all muscle groups.

### Guiding questions for students:

- What technologies can be used to help you track physical activity in your log?
- What other factors should you consider when filling out the log?

### Student Choices/Differentiation

- Show students a sample physical activity log that has been completed, if needed.
- Provide a list of activities if students are having a hard time thinking of activities.

### What to Look For

- Students are filling out the log in a complete and correct manner.
- Student work will be fairly simple at this point.
- The sophistication of student work will improve as additional content is presented through the course of this module (e.g., exercise intensity, caloric expenditure, rating of perceived exertion, pedometers, use of technology).

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## Formal and Informal Assessments

Exit slip: List as many muscle- and bone-strengthening activities as you can.

## Closure

- What do you think the most important part of the physical activity log is?
- What are strategies that will help you fill out the log?
- Answer any questions that students may have before dismissing the class. Remind students that the homework is due two days from now.

## Reflection

Browse through the student work that was completed in cooperative groups. Look for areas of confusion that need to be clarified before students turn in the log (homework assignment) later in the week.

## Homework

Remind students that the one-day (weekday) physical activity log is to be turned in two days from now (this gives you time to fix any misunderstandings that are evidenced in the cooperative work that was turned in).

Should a student lose the physical activity log, a copy can be printed from the school website (PDF).

## Resources

Hichwa, J. (1998). *Right fielders are people too: An inclusive approach to teaching middle school physical education*. Champaign, IL: Human Kinetics.

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

## WEEKDAY PHYSICAL ACTIVITY LOG

Name: \_\_\_\_\_ Period (circle): 1 2 3 4 5 6

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Day of the week (circle): M T W Th F

Part of day	Activities	Time (min)	Easily measurable? (circle)	Calories	Intensity	Comments (technology or app used, how did you feel?, whom did you participate with?, etc.)
Before school			Yes/No			
Nutrition (morning) break			Yes/No			
Lunch break			Yes/No			
In-class physical activity break (If so, list classes)			Yes/No			
Physical education class			Yes/No			
After school			Yes/No			

From R.J. Doan, L.C. MacDonald, and S. Chepko, eds., 2017, *Lesson planning for middle school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).