

## LESSON 5: TWO-DAY (WEEKEND) PHYSICAL ACTIVITY LOGS

### 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)

**Fitness knowledge:** Employs correct techniques and methods of stretching. (S3.M9.6)

#### Embedded Outcome

**Physical activity knowledge:** Describes how being physically active leads to a healthy body. (S5.M1.6)

### Lesson Objectives

The learner will:

- use a two-day (weekend) physical activity log independently to record participation in physical activity.
- participate in moderate to vigorous aerobic activity.
- employ correct technique and methods of stretching.

### Equipment and Materials

- 4 cones
- Pencils
- Clipboards (enough for cooperative groups of 4 or 5 students)
- Copies of two-day physical activity log (1 per student for homework and a few extra for cooperative groups during class time)

### Introduction

*Today you will continue to track your physical activity by using a two-day physical activity log. Later in the module you will track one- and two-week physical activity, which will be included in your portfolio.*

## Instructional Task: Static Stretching

### ■ PRACTICE TASK

After a class warm-up, have the class go through static stretches.

Remind students that it is best to stretch a muscle that is warm and that static stretching is not a warm-up. Instead, it can be used to maintain or improve range of motion around a joint. Improvements in range of motion require repeated micro damage to the muscle.

#### Guiding questions for students:

- How would you compare dynamic warm-ups to static stretching?
- What is the purpose of each?

#### Extension

Students use a physical activity measurement and compare stretching output to other activities they have done.

## Student Choices/Differentiation

- Students may work in self-selected groups with students leading stretches.
- Students can choose what stretches to do as long as they are not contraindicated.

## What to Look For

- Students are holding the stretches long enough to be effective.
- Students are stretching muscles that have been warmed up.

## Instructional Task: Two-Day (Weekend) Physical Activity Log

### ■ PRACTICE TASK

In pairs, students complete a log for a hypothetical student using activities from previous classes. Point out how the two-day (weekend) log differs from the one-day (weekday) log you have used up to this point.

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**EMBEDDED OUTCOME: S5.M1.6.** This would be a great time to discuss with students how being physically active leads to a healthy body.

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## Refinements

- Make sure students are using content that was taught in previous lessons (e.g., exercise intensity, Caloric expenditure, RPE, pedometers, use of technology).
- Misunderstandings should be identified and addressed with the whole class to ensure quality of work turned in as homework.

## Guiding questions for students:

- What technology can be used to help you fill out your log?
- Are there certain types of activities missing from your log that you might consider adding to your routine?

## Student Choices/Differentiation

- Group students by ability.
- Have examples to show students.

## What to Look For

- Students are filling out the log in a complete and correct manner.
  - Students are using instruments or tools (e.g., exercise intensity, Caloric expenditure, RPE, pedometers, technology) to measure their physical activity.
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## Formal and Informal Assessments

- Informal teacher observation of the content listed in the right-hand column of the activity log
- Two-day (weekend) physical activity (PA) log completed in cooperative groups (browse through work turned in and adjust instruction, if needed)

## Closure

- How will your two-day PA log differ from your one-day PA log?
- When filling out your logs, which was easiest to consider (exercise intensity, Caloric expenditure, RPE, pedometers, use of technology)? Which was the hardest?

## 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) the following week (e.g.: if assigned on a Thursday, misunderstanding can be addressed on Friday, before students begin work on the assignment).

## Homework

Remind students that the two-day (weekend) physical activity log is to be turned in immediately following the weekend (depending on school schedule).

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

## Resources

Corbin, C.B., Le Masurier, G.C., & Lambdin, D.D. (2007). *Fitness for life: Middle school*. Champaign, IL: Human Kinetics.

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

Real-World Biomechanics. (2012). To stretch or not to stretch. Available at [www.realworldbiomechanics.blogspot.com](http://www.realworldbiomechanics.blogspot.com).

Internet keyword search: "60 minutes of physical activity per day"

## WEEKEND PHYSICAL ACTIVITY LOG

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

Weekend dates: \_\_\_\_\_

### Saturday

Part of day	Activities	Time (min)	Easy to measure? (circle)	Calories	Intensity	Comments (technology or app used, how did you feel?, with whom did you participate?, etc.)
Morning			Yes/No			
Afternoon			Yes/No			
Evening			Yes/No			

### Totals

Total number of activities: \_\_\_\_\_

Total time (min): \_\_\_\_\_

How many of the activities were easy to measure? \_\_\_\_\_

Total number of calories expended: \_\_\_\_\_

### Sunday

Part of day	Activities	Time (min)	Easy to measure? (circle)	Calories	Intensity	Comments (technology or app used, how did you feel?, with whom did you participate?, etc.)
Morning			Yes/No			
Afternoon			Yes/No			
Evening			Yes/No			

### Totals

Total number of activities: \_\_\_\_\_

Total time (min): \_\_\_\_\_

How many of the activities were easy to measure? \_\_\_\_\_

Total number of calories expended: \_\_\_\_\_

### Scoring Guide

Criteria for competence:

1. Lists physical activity.
2. Records time for physical activity.
3. Considers if PA was easily measured.
4. Records Calories (kcal) if easily measured.
5. Includes a measure of exercise intensity.
6. Sums the total time spent in the activity.
7. Considers if activity was easily measured.
8. Includes a total for the number of Calories (kcal).

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).