

# 8<sup>th</sup> Grade Activity Journal

Due date: \_\_\_\_\_

Extra credit (+10%) if turned in by: \_\_\_\_\_

Late: -10% if turned in after due date.

Lifetime Fitness = one hour per day of moderate to vigorous activity (level 3 or above) to be a healthy person. At least three of those days should include vigorous (level 4) cardio-respiratory activity.

**ASSIGNMENT: Practice and record lifetime fitness for the next seven days. A complete exercise routine should include a warm-up and cool down period. The majority of activity should be cardiorespiratory (at intensity level 3 or higher) with the remaining time spent on the other components of fitness: muscular endurance, muscular strength, and flexibility.**

1. **Write out a plan** for how you will accomplish an hour of activity per day for the 7 days.
  - a. Should have 7 days of activity recorded.
  - b. Be specific about what activities you will do, when you will do them, and how long they will last. Your plan needs to include the FITT Principle (Frequency, Intensity, Time and Type of activity).  
**NOTE: Examples of the FITT Principle can be found on the Gateway PE website.**
2. **Create a chart** and record all of your fitness activities for the 7 days.
  - a. The chart needs to be created on the computer.
  - b. Record your activities according to the FITT Principle on a daily basis.
  - c. Remember to include dates and days of the week, including a weekend.
  - d. Identify the fitness component for each activity. *Example:* Soccer Practice = warm-ups: stretching (flexibility) running lines and scrimmage (cardiorespiratory endurance) sit-ups, push-ups (muscular strength & endurance).
3. **Write a reflection** at the end of the 7 days. Write a reflective paragraph for each of the bullets below. Each paragraph will include 8-10 sentences, include a topic sentence, reasons supported by evidence, data, commentary and a wrap-up/concluding sentence. Your answers are not limited to the suggested questions.  
**Paragraph 1:** Explain why you did or did not meet your goal of one hour of activity for the 7 days. What can you do differently next time?  
**Paragraph 2:** How did your activity plans help or not help you to meet your goal?  
**Paragraph 3:** Which component is the easiest/most enjoyable for you?  
**Paragraph 4:** Which component needs the most improvement?
4. **Teaming** with your parent/guardian is an important part of the process.
  - a. Share your plans with your parents so they can encourage you to meet your goal each week.
  - b. Show them your system for recording activities so they can remind you to fill it out daily.
  - c. Share your daily activities with your parents so they can help you adjust goals and plans for the 7 days.
  - d. Parent completes suggestions/evaluation and signs.
5. **Produce a journal** that has materials neatly bound in the following order:  
(1) cover page (2) plan (3) chart (4) reflection (5) rubric

## Lifetime Fitness Components

**CARDIORESPIRATORY EXERCISE** - Exercise using the entire body for long periods of time (at least 20 minutes). It requires the heart, lungs, and blood vessels to supply the body with oxygen (Target heart rate 160-185 bpm)

***Examples:*** Run, Jog, Bicycling, Jump rope, Lap swimming, Basketball Game, Soccer Game, Roller Blading, Dance

**MUSCULAR STRENGTH / MUSCULAR ENDURANCE EXERCISE** - Exercise that can only be done for a short period of time. This exercise overloads the muscles to build strength and has little benefit to the heart and lungs

***Examples:*** Sit-ups/Crunches, Pull-ups, Push-ups, Lifting Weights, Sprinting

**FLEXIBILITY** - The range of movement in body joints.

***Examples:*** Hurdle Stretch, Butterfly, Toe Touch, Arm Stretch, Pretzel, Calf Stretch, Yoga

# Activity Journal Evaluation

With your parent, circle or highlight the box that corresponds to the quality of work done in each area. Score a zero for a category that is not represented in the journal. **Parent one color- student another color**

	Above Standard (4 points)	Meets Standard (3 points)	Approaches Standard (2 points)	Below Standard (1 point)	Score
<b>Plans</b>	Student came up with an <b>effective</b> plan of activity for <b>7 days</b> . Plan includes all components of fitness.	Student came up with an <b>effective</b> plan for <b>most of the 7 days</b> . Plan includes all components of fitness.	Student came up with a <b>somewhat effective</b> plan for the 7 days. Plan is <b>missing</b> a component of fitness.	Student came up with an <b>ineffective</b> plan for the 7 days. Plan is missing <b>two or more</b> components of fitness.	
<b>Frequency</b>	Student exercised all 7 days	Student exercised for at least 5 days	Student exercised for at least 4 days	Student exercised for 3 days or less	
<b>Time</b>	Completed 60 minutes or more of activity every day.	Completed at least 50 minutes of activity.	Completed at least 40 minutes of activity.	Completed at least 30 minutes of activity.	
<b>Components</b>	Activities includes all 4 components	Activities are missing 1 component	Only 2 components represented in activities	Only 1 component of fitness completed	
<b>Chart</b>	Chart includes all <b>specific</b> fitness activities with correct categories, done over the assigned time. Chart includes dates and days of the week. Chart includes proper intensity levels.	Chart includes all <b>general</b> fitness activities done over the assigned time with correct categories. Chart may be missing a few dates or days of the week. Chart may be missing some intensity levels.	Chart includes <b>general</b> fitness activities done over the assigned time but <b>missing or incorrect</b> categories. Chart may be missing many dates or days of the week. Chart may be missing a number of intensity levels.	<b>Not many</b> activities entered and fitness categories are not identified or are identified incorrectly. No dates for activities.	
<b>FITT Principle</b>	Shows a <b>clear</b> understanding of the FITT Principle by using it in all activity plans and while recording all activities on a daily basis.	Shows a <b>general</b> understanding of the FITT Principle by using it regularly in the activity plans and while recording activities.	Shows <b>some</b> understanding of the FITT Principle by using it only occasionally or by sometimes using it incorrectly.	Shows <b>little</b> understanding of the FITT Principle by rarely using it or using it incorrectly while recording activities or in activity plans.	
<b>Reflection</b>	Includes <b>deep and thoughtful</b> answers to all four questions. Specific examples used to support answers with no grammatical errors.	Includes <b>general</b> statements to all four questions. Some examples used. A few grammatical errors.	Includes <b>general</b> answers to <b>three</b> questions. No examples from journal used. Many grammatical errors.	Includes <b>limited</b> answers to two or less questions with grammatical errors.	
<b>Parent Involvement</b>	<b>Parent and student</b> fill in rubric. Discussed plans, goals, charts, and reflections with parents throughout the project. Parents sign and give suggestions/evaluation.	<b>Parent</b> filled in rubric. Showed parents work most of the time during the project. Parents give suggestions and/or evaluation and sign.	<b>Student</b> filled in rubric. Showed parents work inconsistently during the project. Parents give suggestions /evaluation and sign.	<b>Rubric not</b> filled in. Showed parents work at the end of the project. Parents sign.	
<b>Neatness &amp; Appearance</b>	<b>All materials</b> are computer generated. Materials are bound with a cover page. Your full name, period, and teacher's name are included. Materials are in <b>correct</b> order.	<b>All materials</b> are computer generated. Materials are bound, but <b>missing one</b> of the following: cover page, full name, period, or teacher's name. Materials are in <b>correct</b> order.	<b>Most materials</b> are computer generated. Materials are bound, but <b>missing more than one</b> of the following: cover page, full name, period, or teacher's name. Materials are <b>out</b> of order.	<b>None of the materials</b> are computer generated. Materials are not bound, and <b>missing some</b> of the following: cover page, full name, period, or teacher's name. Materials are <b>out</b> of order.	

Student total \_\_\_ / 36

Parent total \_\_\_ / 36

Teacher total \_\_\_ / 36

Parent suggestions/evaluation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent/guardian signature \_\_\_\_\_ Student signature \_\_\_\_\_