

Health, Physical Education, Family and Consumer Sciences

Resource Guide

PART II.3

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Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Health, Physical Education, and Family and Consumer Sciences Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



Interdisciplinary Unit On *Wellness*

- HEALTH**
- ▲ apply prevention/risk reduction
 - ▲ demonstrate knowledge/skills
 - ▲ analyze influences affecting behavior
- PE**
- ▲ understand prevention of illness through activity
 - ▲ develop personal fitness plan
- F&CS**
- ▲ understand relationship between diet/health/physical activity
 - ▲ recognize mental/social/emotional aspects of health
 - ▲ apply decision making to health-related dilemmas
- 1**

- HEALTH**
- ▲ ability to access community services
- PE**
- ▲ informed consumers/aware of alternatives
 - ▲ locate physical activity information
- F&CS**
- ▲ use of resources
- 3**

Our goal was to make students aware of the connections between health, physical education, and family and consumer sciences with particular emphasis on the areas of fitness and nutrition.

Cathy Moot, Maryann Whitney
Karen Cotten, Sandra Ingrao
Falconer Central Schools
East Avenue Post Office Box 48
Falconer, NY 14733
716-665-6624
maryann-whitney@falcon.
wny.r.c.org
 Grades 6-8

This activity is intended to be used as an introduction to an interdisciplinary unit at the middle level, taught by instructors from three disciplines. The end result was intended to be a portfolio. Components of the portfolio will be developed from all three areas throughout the middle years.

The event takes five class periods; one for opening assembly, three for workshops and one for evaluation.

_____ Grade _____
 _____ HR. _____
Student Schedule
 Oct. 16 Wednesday Periods 1,2,3
 Period1: Assembly /Aud: Injest
 Period 2: _____-Rm _____
 Period 3: _____-Rm _____

Reminder to all students: Keep this schedule and a pen or a pencil with you at all times this morning.

There will be guests in the building who have given up their time to share information with you and it will be greatly appreciated to have all students on their best behavior. Let's show them what a great school we are!!
 Thank you!

To: Faculty and Staff :
From: HCS, Health & Phys. Ed.

This is your schedule for **Wednesday October 16, Making Connections Day**. Homeroom teachers will take their students to the Auditorium after attendance and announcements.

Please be sure you are in your assigned room as soon as you can be after the assembly. We need to work together to make this the best day possible for our kids. They can really benefit from this type of day if we all help.

Your task will be to take attendance as the students enter the room. You will have a master list for this purpose. If a student's name is not on this list, ask to see their schedule. If their schedule says that workshop, it's okay for them to stay, otherwise they should report to where they are scheduled. Call the Faculty Rm. Ext. 61 if there is a problem.

You are responsible for moderating the entire session. You must introduce the speaker(s), they have been asked to bring an introduction with them. If they have none, simply introduce them and ask them to give their own background.

THANKS FOR HELPING OUT/ ENJOY THE MORNING!

8:15-9:00 Assembly In Jast (Auditorium) Grade 6-8
9:04-9:45 Workshop 1: _____ Room _____
9:49-10:30 Workshop 2: _____ Room _____

**QUESTIONS OR CONCERNS SEE S. INGRAO ,
M. WHITNEY, K. COTTEN OR C. MOOTS**

- Plan workshops that pertain to wellness and make a connection between health, physical education, and family and consumer sciences. Use school and community resources to develop list of presenters.
- Have high school students from Human Development and Foods and Nutrition participate as workshop presenters to focus on issues facing adolescents and food borne illnesses.
- Contact potential presenters and set up workshops.
- Develop process of workshop selection by students' area of interest.
- Plan an open assembly for all sixth, seventh, and eight grade students.
- Have a keynote speaker to focus on self-respect as an underlying principle of physical and mental health.
- Inform other staff of the purpose, goals, and procedures for the day.
- Have students select workshops.
- Welcome presenters and monitor workshops throughout the building.
- Provide staff with opportunity to discuss and evaluate various workshops during regular class time as a follow up activity.
- Teachers share their evaluation at staff meeting.

IN JEST

PRODUCTIONS

Dear Maryanne,

Hello! We're looking forward to sharing our talents with you on October 16. Our presentations will focus on self-respect as an underlying principle of physical and mental health. We will incorporate juggling, physical comedy, and audience interaction to make the presentation lively and memorable!

Please complete and return the enclosed to confirm IN JEST's participation. Thanks! I'm sure everyone will be more than happy with the contribution IN JEST makes to the event! Please don't hesitate to call if you have any questions, ideas, or concerns. TTPS...

All Seriousness Aside,


Neil Crossman
IN JEST Productions

Name _____

Making Connections / Assessment

Brief summary of one of the workshops you attended.

Title _____

List 3 things you learned

1

2

3

(pair and share) Find a classmate that went to different workshops. Ask them to tell you about the information they received.

What did the two workshops have in common.

From the information you gathered today, how do you see Health, Physical Education and Home & Career Skills being connected to a total wellness program

Workshop selection form for Making Connections Day -

Circle 4 workshop titles that you would be interested in attending and then in the

blanks side of those workshops rank your choices 1st, 2nd, 3rd, and 4th.

1. Sports Nutrition -	Foods you need to help you do your best when participating in sports activities.
2. Super Foods -	Healthy foods you will like and enjoy
3. Healthy Choices - Heart	Find out what you can do now to make sure your heart stays healthy in the future
4. Foods to Feed the Heart	What you can eat to make your heart work better
5. Are You Stressed Out? - Relax	Ways to relax to beat stress
6. Reducing Risks- Healthy Choices	Making good choices to improve your health
7. Surviving Peer Pressure	What you can do to deal with pressure from your peers
8. Drugs & Alcohol-Not For Me	Good choices to make in order to avoid abuse of drugs and alcohol
9. Breathe Better through Exercise	How exercise can reduce breathing difficulties such as asthma or shortness of breath
10. Want to Help Other?-Volunteer	Ways to volunteer your services to help others (limited to 8th graders)
11. How Safe Is Your Food?	Learn what things can make your food unsafe to eat.
12. Sports Injuries	How to avoid being hurt during sports activities
13. Positive Connections	Find out what you like, dislikes and interests are and connect them to positive activities.
14. Issues Facing Adolescents	The kinds of issues you may have to deal with now that will effect your future.
15. Teen Parenting-What's It Like	Panel of teenage parents share their experiences
16. Physical, Social and Political Issues	Ways teenagers are effected regarding tobacco use through advertising

ASSESSMENT

- group discussions
- written summaries of workshops
- observation of students participating in workshops
- student presentations of information gathered in workshops to other students

The logo for 'Assessment' features the word 'Assessment' in a white, sans-serif font. The letters are partially obscured by a series of overlapping, semi-transparent grey squares of varying sizes, creating a modern, layered effect. The entire logo is set against a solid black rectangular background.

Evaluation of Making Connections Day

Comments about the overall organization of the day:

"3" Thumbs Up —

Comments about the main program - "In Jest" :

Excellent

Comments on which workshops you found especially beneficial:

Stress Reduction 10 out of 10

Dr. Mitchell - Sports Nutrition — good job

might be better for older but younger understand very well

Surviving Peer Pressure - talk about friendship - very weak speaker - "too gushy"

Comments about workshops that were not particularly beneficial:

I have included the handout from my workshop (smoking)

Unfortunately the handout (included) ~~some~~ a catalog for Marlboro articles which kids like Crystal Hintz found to be the important item in the packet.

Comments on the students behavior and any feedback you received:

— Excellent —

Any general comments or suggestions for improvement of the day:

If possible — more hands-on activities which we know is hard — we really appreciate all the time you "4" spent on this project!

- students shared information via radio broadcast
- follow up assessment done 22 weeks after lesson.

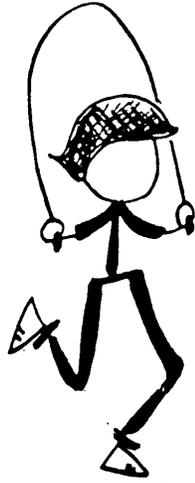
REFLECTION

The information retained at the 22 week assessment point surprised us all! It would be good to involve the core subject areas to make connections to their learning standards as well. Students should be required to write a summary connecting all three areas of health, physical education, and family and consumer sciences to reach our original goal.

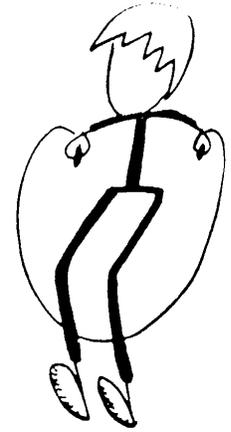


The members of the Falconer Middle School health, home and careers and physical education faculty want to thank you for being an important part of our Making Connections Day on October 16th.

Standards & Performance Indicators



Introduction of Jump Ropes



HEALTH
PE
F&CS
1

▲ knowledge/skills to maintain physical fitness

HEALTH
PE
F&CS
2

▲ acquire knowledge/ability to create/maintain safe/healthy environment

HEALTH
PE
F&CS
3

▲ understand and manage personal/community resources

Francis F. Cabana, Jr.

Queensbury School District

Queensbury Elementary School

431 Aviation Road

Queensbury, NY 12804

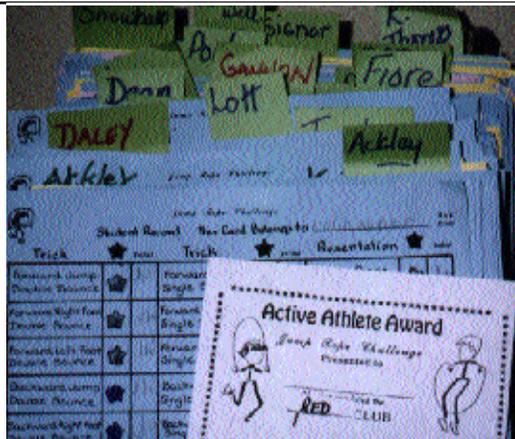
518-793-8811

Grade 3-4

Students come to formal physical education class two times per week for 30 minutes each class. Under these circumstances, students will need a minimum of three weeks for the successful completion of this unit. Ideally, four weeks should be allowed for maximum accomplishment and enjoyment by the students. This will allow for a better understanding of jump rope knowledge and technique.

Following our regular class warm-up in pre-assigned squads, the students will be directed that within a 20 count time limit they will get a partner, sit together in the center of the gym, side by side. If a student does not find a partner or there are not enough to be made, the student will be assigned to a group or a group of three will be made.

At the first meeting of each class, the task cards are explained; safety with the ropes is outlined; the importance of jump rope in sports and the



BENEFITS OF EXERCISE

Why exercise? Here is a list of some of the many benefits of exercise.

1. IT GIVES YOU MORE ENERGY
2. IT HELPS YOU COPE WITH STRESS
3. IT IMPROVES YOUR SELF-IMAGE
4. IT HELPS YOU TO LOSE WEIGHT
5. IT TONES YOUR MUSCLES
6. IT INCREASES YOUR RESISTENCE TO FATIGUE
7. IT HELPS YOU TO FEEL RELAXED & LESS TENSE
8. IT HELPS TO CONTROL YOUR APPETITE
9. IT COUNTERS ANXIETY AND DEPRESSION
10. IT IMPROVES YOUR ABILITY TO FALL ASLEEP AND SLEEP WELL
11. IT PROVIDES AN EASY WAY TO SHARE AN ACTIVITY WITH FRIENDS



Partners jump while holding on to one end of partners rope.
Note: Add jumpers to your chain.



Two in a rope. Partner faces away, turns 180° to face partner. One turn for each jump.

fact that it is not just for girls is discussed; the fact that everyone has had a different level of experience with a jump rope and that each person will work at their own level is stressed. Once general directions are completed, the partners work together.

In each group, one partner is asked to stand and the other stays seated. Again a pre-determined count is set so as not to encourage a Jack In The Box game between partners. Once both are set, the partner standing is instructed on how he or she will move to pick up a jump rope that has been placed folded against the wall. The partner will find an open area anywhere in the teaching area and spread out keeping safety in mind. At the same time, the seated partner will go pick up either two new papers or both partners' papers, a writing utensil, and find their partner in the gym.



Once both cards are properly headed, students are instructed on the proper procedure for completing the Task Cards:

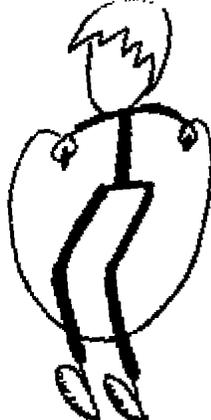
1. One partner will perform the skill (performer).
2. The other partner remains seated and observes the performer, counting the consecutive successful jumps of the selected task.
3. If the performer is successful in the 10 consecutive jumps, the observer is instructed to fill in the star next to the skill and put their initials in the provided box, and then partners switch jobs.
4. If a miss occurs, the performer starts again at the beginning trying to accomplish to 10 correct jumps. If three (3) unsuccessful attempts occur, the performer's turn is complete and both partners change jobs.
5. On each of their papers, their PARTNERS INITIALS appear, NOT THEIRS.
6. Each group will progress at their own speed, and each partner will progress at his or her own speed. As a person completes the skill on the beginning sheet (RED), and their partner's initials and the stars are filled in, they will bring their card to the teacher and the teacher will choose THREE (3) skills for the student

to perform. If the student is successful with these skills, the teacher will collect the first task sheet and give the student the next level card, (YELLOW). Each student will receive their first card back with a certificate attached congratulating them on their accomplishment.

Active Athlete Award

Jump Rope Challenge
Presented to

JENN
who has completed the
YELLOW CLUB

Mr. Cabana
Teacher

Date 2-28

7. Students are encouraged to ask each other, another student, or finally the instructor to demonstrate any skill that they may not understand.

Added: Hot Peppers!
25 jumps in 10 seconds.

8. At the completion of class, the instructor will direct one partner to collect both task cards and writing utensil and place them in the appropriate locations. At the same time, the other partner is instructed to fold the rope in half and place it on the floor against the wall.
9. Students are now directed to line up and exit the gym.

Continue...



Partners jump while holding on to one end of partners rope.
Note: Add jumpers to your chain.



Two in a rope. Partner faces away, turns 180° to face partner. One turn for each jump.

Added: Hot Peppers!
25 jumps in 10 seconds.





Jump Rope Challenge

Student Record This Card Belongs to Janine Red Club

Trick	★ Initial	Trick	★ Initial	Presentation	★ Initial
Forward Jump Double Bounce	★ CT	Forward Jump Single Bounce	★ AA	Job In Place 20 Rope Turns	★ KC
Forward Right Foot Double Bounce	★ CT	Forward Right Foot Single Bounce	★ AA	Movin' On 20 Rope Turns	★ KC
Forward Left Foot Double Bounce	★ AR	Forward left Foot Single Bounce	★ AR	3 Forward Tricks Double Bounce	★ KC
Backward Jump Double Bounce	★ AA	Backward Jump Single Bounce	★ KC	3 Forward Tricks Single Bounce	★ KC
Backward Right Foot Double Bounce	★ AR	Backward Right Foot Single Bounce	★ KC	3 Backward Tricks Double Bounce	★ KC
Backward Left Foot Double Bounce	★ AR	Backward Left Foot Single Bounce	★ KC	3 Backward Tricks Single Bounce	★ KC

In every class there are a few students who are not able to jump rope or have disabilities that require modifications to the routines. With a little practice, the nonjumpers in class can become proficient in rope jumping. The following is a sample teaching progression for students who are having difficulty jumping rope.

1. Lay the rope out in a straight line. Stand on one side with both feet together and jump side to side, one jump on each side of the rope. Progress to jumping twice per side.
2. Hold the rope with one handle in each hand, flip the rope over your head, catch the rope with your toes, and then step over the rope. Progress to catching the rope and jumping over it.
3. Repeat the above progression, but jump the rope without catching it with your toes. Start with one jump and continue to progress until you can master 10 jumps.
4. Remind students that you must keep the rope out to the side, hip high with room to jump through the space. Most of them will bring the rope into their shoulders and they cannot jump through the small space provided.

B. Students in wheelchairs may fold the ropes in half or may use the SLIM GOODBODY program TRU-FIT which is done with a stretch band and incorporates upper and lower body activities. These students will be given a blank card, and either working with a partner or their assigned aide, a progression will be available to them so that they can fill out their cards as they reach each level of activity as outlined in their IEP or recommended by their doctor in terms of their adapted physical education program. Even the student who has an excuse for one class can at least be a partner and fill in the blanks. These students usually work in threesomes so that a partner may take a break from jumping.

At the end of each class to bring the group back together and give some closure to class, you can use the back of their papers to do a specific skill and write down their scores (How many times can you jump consecutively without a miss?) If you do the same skill, they can see their progress throughout the unit.

ASSESSMENT



- A. The first class is for the reintroduction of jump rope skills. Explanations of the techniques and procedure regarding previous learned skills, and how they will be incorporated into future classes will be discussed.
- B. The first assessment is done by the jumper's partner while the jumper performs an individual skill on the task card. If performed successfully, the observer will fill in the star and put THEIR INITIALS on the partner's card. It is important to note that students ARE NOT to fill out their own task cards. As the unit progresses, they may also have different partners so there may be different initials on the same card.
- C. If when working, the time limit already set forth is met (three misses during a turn), then the star is left empty and can be done at a later turn.
- D. Students may work in any order they choose as long as they are meeting a new challenge each time. They may not repeat a task already completed.
- E. Once a student has successfully performed ALL the skills on a Task Card and their partner has filled in all the stars and initial boxes, they bring their own card over to the teacher who will then randomly pick THREE skills for the student to demonstrate. If they are successful, the teacher will put THEIR own initials on the selected task, the next level card is given to the student who puts the header on it. Later, the completed card is returned with an attached certificate. This may then be taken home.
- F. If a student does not complete all three skills selected successfully, the teachers circles the task that needs to be practiced, returns the card to the student, and the student may come back later after they have perfected the circled skill(s).
- G. At the conclusion of the unit, all students not entirely completing a task card receive a certificate for trying, are given their own card back, and are given the option of working on the card either at recess or at home and bringing it back in when completed to earn their certificate.
- H. It must be noted that school policy regarding grades in physical education is based on participation, effort, and self-improvement. Grades are not given based on fitness scores or comparisons to other students' abilities.

REFLECTION

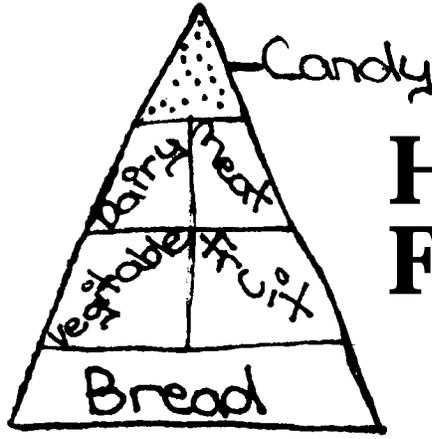
- A. About 15 years ago, I was able to participate in a hands-on conference conducted by Cliff Carnes of the Education Company for keeping 36 students working in every class. This is where we were introduced to this *Jump Rope Unit* and we decided to introduce it into our program. Since that time, our *Jump Rope Unit* has grown to a K-6 unit and will be used next year in our 7-8 program. Each level begins with the basic introduction and then progresses to more difficult tasks as the grade can accommodate. The students look forward to it, and it is one of the most energetic units we do during the school year.
- B. It is amazing to see how quickly every student develops their technique and quickly becomes successful. What is truly gratifying, is to see the students who have done this unit for several years and their ability to perform the difficult tasks. It would be fun to invite a high school student that has been involved with this unit to come back and show how it has helped them improve their sport's skills. Or a journal of commercials or *Up-Close* interviews with athletes who have used jump rope in their training could be developed and shared with students.
- C. Relating to the students stories of the diverse number of athletes who condition themselves using jump ropes makes a big impression on these young boys and girls. Especially the boys,

who, when they find out that maybe their favorite professional athlete has used a jump rope for conditioning, gets excited about developing the skills to successfully jump rope.

- D. This unit has become one of the most enjoyable for all students. Even the students who start off with a lesser degree of skill make rapid gains in their ability and are excited about how many stars can be filled in during a class.
- E. It should be noted that students are encouraged to practice their skill at recess. Students can practice these skills but only in physical education class can they fill in their cards with their partners counting and observing. If there is a shorter amount of time available, I try to incorporate ALL rope skills so as to overlap and unite all the different ropes available. You can incorporate *Climbing Ropes*, *Long Ropes*, *Double Dutch Ropes*, and *Short Ropes* into a circuit so as to prolong the unit in order to give the students adequate time to practice.

PE
ELEMENTARY

Standards & Performance Indicators



Health Related Fitness Portfolio

What I have seen in my 20 years of teaching is that teaching the fitness components alone isn't enough to make a lifelong connection to possessing knowledge and skills necessary to establish and maintain physical fitness.

Teacher

HEALTH ▲ practice healthy choices

PE
F&CS
1

- ▲ develop physical fitness skills
- ▲ establish personal goals
- ▲ relationship between physical activity and well being

HEALTH ▲ know social skills relating to safety

PE
F&CS
2

- ▲ work with others on goals/tasks
- ▲ demonstrate respect of self/others

HEALTH ▲ home/community leisure resources

PE
F&CS
3

- ▲ decision-making in physical reality

Karen Bolinger

Hilton Central School District

Northwood Elementary School

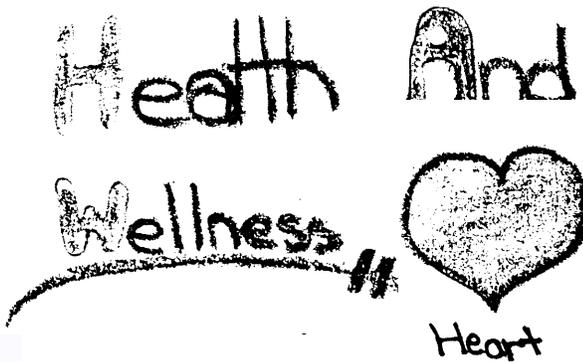
433 North Greece Road

Hilton, NY 14468

(716) 392-3450

KBolinger@ccmail.monroe.edu

Grades 2 and 6



As a result of participating in the Classic Project, led by Dr. Giselle Martin-Kniep who is a national consultant with Learner-Centered Initiatives, Ltd., I have been introduced to the world of portfolio assessments, and began developing this Health Related Fitness Portfolio. The portfolio tasks help students understand the way the body works during exercise and the benefits gained from exercise and proper health practices.

PERSONAL FITNESS PLAN

GOALS:

1. Short term: go around the block or
ride my bicycle around the block
twice

2. Long term: Keep going to soccer (or
playing soccer)

Cut down on junk food

List three reasons to be active:

You should be active because you
need to be fit to live longer

You should be active so that you
don't die or get clogged arteries

So that your body will be healthy

Communication was essential for the success of this learning experience. Parents were informed of the activities their children would be involved in and the second and sixth grade teachers collaborated with the physical education teachers continually.

The sixth graders developed and implemented a fitness station and fitness survey for second graders. They accomplished their performance outcomes by working individually and interacting with peers to design, implement, and assess their projects. The sixth graders were video-taped as they taught.

In order to ensure the success of all students, a classroom teacher and aide assisted the physical education staff with special needs of students. Their efforts were concentrated in areas where students needed assistance in computation, writing, and reading. Small groups were established to compliment the different learning styles of all students.

5/10/1
Grade 6th

Lisa
Questions

① What did you learn from developing the Fitness circuit?

I learned that there are all different kinds of ways to stay in shape, eating right, exercising, and a lot more stuff too.

② How did you feel teaching second graders.

It felt cool. It was hard work by trying to put every thing together and getting everything ready. I didn't really think that we needed a leader. I mean everyone did everything.

③ Would I like to teach another class and why?

I would like to teach a second grade class because it was very fun teaching Mrs. Plutchack's class they were really good.

④ By teaching second graders about the fitness compounds, do you think you learned more about fitness than if Mrs. Bolinger had done this Fitness circuit? NO. Because by teaching it to second graders you keep on saying it and you understand it more. Also playing games made it more helpful to the second graders and us.

⑤ What benefits do you see in students teaching other students? they learn more by teaching it. if you were the other person being taught you would like to have classmates teaching you it's much funner and you enjoy it too.

⑥ How did your personal fitness plan help you? It helped me stay healthy and it helped me remember how to stay fit and that made me feel better. I think it made the second graders feel good too!

Assessment

ASSESSMENT

Lesson 1 and 2—health related fitness rubric and health related fitness portfolio score sheet

Lesson 3 and 4—rubric for design of a health related fitness station to include: flexibility, muscular strength and endurance, cardiorespiratory endurance, and healthy habits and wellness

Lesson 5—health related survey/record sheet and journal entries.

REFLECTION: REFLECTION:

REFLECTION

I was astounded at the vigor with which the sixth graders proceeded to develop their own fitness circuit for a second grade class. My role changed from that of director to that of a guide. The students became self-motivated and genuinely engaged in the idea of sharing what they learned about fitness. I would like to see a senior project evolve from interdisciplinary learning standards that are connected with this experience such as lifelong wellness in health, healthy life styles in home economics, and the impact of exercise muscles and bones in science. It is my goal to create a “fitness lab” where hand held newtons and heart rate monitors are kept so that students can monitor their own fitness level.

As I reflected on this learning experience, I realized that I needed a rubric to assess each student’s fitness level. The rubric I developed came after my work with the sixth graders. When I do this unit again I will implement it in the first week of the unit.

TIME REQUIRED:

BLOCK PLAN

<p>Class: Janet Garace - 6th grade # of students: 25 Unit: Health Related Fitness Time: 3 weeks</p>		<p>Physical Education Teacher: Karen Bolinger Facility: Gymnasium/classroom Equipment: Refer to individual day No. of days: 6</p>	
<p>Supplies: 2 pocket folder (25) Fitnessgram materials</p>	<p>Lesson 1 45 min</p>	<p>Equipment: Fitnessgram materials (calipers, mats, stopwatch, yardstick, sit & reach box)</p>	<p>Lesson 2 45 min</p>
<ul style="list-style-type: none"> • Introduce Portfolio checklist • Share expectations • Fitness Contract • Personal Fitness Assessment-Fitnessgram (assess all fitness components) • Health & Wellness Journal during Lang. Arts Class (Friday 2:00-2:40) design cover/pen pal letter 		<ul style="list-style-type: none"> • Personal Fitness Assessment Cont'd. • Goal Setting • Develop Fitness Plan 	
<p>Equipment: construction paper mats, tape, stopwatch, hula hoops, foam, sticks</p>		<p>Lesson 3 45 min</p>	<p>Supplies: Pencils/paper</p> <p>Lesson 4 45 min</p>
<p>Project 1</p> <ul style="list-style-type: none"> • Develop Fitness station for second grade students • Health & Wellness Journal during Lang. Arts Class (Friday 2:00-2:40) *see attached reflective questions 		<p>Project 2</p> <ul style="list-style-type: none"> • Develop Fitness Survey for second grade students 	
<p>Equipment: same as Lesson 3</p>		<p>Lesson 5 45 min</p>	<p>Equipment: (1) crate for 25 portfolios</p> <p>Lesson 6 45 min</p>
<p>Implementation of Project 1 and Project 2</p> <ul style="list-style-type: none"> • 6th grade students assess 2nd grade students with Fitness Station and Fitness Survey they developed. • Health & Wellness Journal during Lang. Arts Class (Friday 2:00-2:40) 		<ul style="list-style-type: none"> • Self-Reflection • Class Reflection • Review portfolio checklist with student 	

The assessments used in the portfolio are embedded in our school curriculum, as well as the national, state and district standards.

Teacher

MATERIALS AND SUPPLIES:

Teacher/Student needs:

Activity	Supplies	Materials	Equipment
Pen Pal Letter	Computer paper		Computer
Personal Fitness Assessment Profile Sheet	Masking tape	Fitnessgram	Calipers Sit & Reach Stopwatch mats yardstick
Health Related Portfolio	(25) 2 pocket folders		(1) crate
Health & Wellness Journal	Ruled paper crayons markers construction paper		
Project I-Fitness Station	paper		laminator mats
Project II - Fitness Survey	magazines tape laminated film		cones stopwatch jump ropes styrofoam ricks video camera video tape camera film

***I felt good about myself because
I was helping other kids learn
something while I was learning
from them at the same time.***

Sixth Grader

HEALTH RELATED FITNESS RUBRIC

Fitness Component	1	2	3	4
Aerobic Capacity (one mile walk/run)	can run/walk the mile in 12:30 plus minutes	can run/walk the mile in 12:31 - 10:00 minutes	can run/walk the mile in 10:01 - 8:31 minutes	can run/walk the mile in 8:30 or less minutes
Abdominal Strength & Endurance (curl-up)	can perform 1-10 curl-ups	can perform 11-26 curl-ups	can perform 27 - 46 curl-ups	can perform 47 or more curl-ups
Flexibility (sit & reach)	can stretch 8 inches on the sit & reach box	can stretch 9 inches on the sit & reach box	can stretch 10 inches on the sit & reach box	can stretch 12 inches on the sit & reach box
Upper Body Strength (flexed arm hang)	can hang 1-8 seconds with chin over bar	can hang 9-12 seconds with chin over bar	can hang 13-19 seconds with chin over bar	can hang 20 plus seconds with chin over bar
Healthy Habits & Wellness (food guide pyramid)	can identify 2 food groups and give an example of each group	can identify 3 food groups and give an example of each group	can identify 4 food groups and give an example of each group	can identify all 5 food groups and give an example of each group
Body Composition (body mass index)	has a BMI between 27.3 -18	has a BMI between 25-17.5	has a BMI between 24.5-16.6	has a BMI between 16.0-14.7
Trunk Extensor Strength & Flexibility (trunk lift)	can lift trunk below 8 inches in the "up" position	can lift trunk 9 inches in the "up" position	can lift trunk 10 inches in the "up" position	can lift trunk 12 inches in the "up" position

Name _____

Self Score _____

HEALTH RELATED FITNESS RUBRIC

Fitness Component	1	2	3	4
Aerobic Capacity (one mile walk/run)	can run/walk the mile in 12:30 plus minutes	can run/walk the mile in 12:31 - 10:00 minutes	can run/walk the mile in 10:01 - 8:31 minutes	can run/walk the mile in 8:30 or less minutes
Abdominal Strength & Endurance (curl-up)	can perform 1-10 curl-ups	can perform 11-26 curl-ups	can perform 27 - 46 curl-ups	can perform 47 or more curl-ups
Flexibility (sit & reach)	can stretch 8 inches on the sit & reach box	can stretch 9 inches on the sit & reach box	can stretch 10 inches on the sit & reach box	can stretch 12 inches on the sit & reach box
Upper Body Strength (flexed arm hang)	can hang 1-8 seconds with chin over bar	can hang 9-12 seconds with chin over bar	can hang 13-19 seconds with chin over bar	can hang 20 plus seconds with chin over bar
Healthy Habits & Wellness (food guide pyramid)	can identify 2 food groups and give an example of each group	can identify 3 food groups and give an example of each group	can identify 4 food groups and give an example of each group	can identify all 5 food groups and give an example of each group
Body Composition (body mass index)	has a BMI between 27.3 -18	has a BMI between 25-17.5	has a BMI between 24.5-16.6	has a BMI between 16.0-14.7
Trunk Extensor Strength & Flexibility (trunk lift)	can lift trunk below 8 inches in the "up" position	can lift trunk 9 inches in the "up" position	can lift trunk 10 inches in the "up" position	can lift trunk 12 inches in the "up" position

Name _____

Self Score _____

HEALTH RELATED FITNESS RECORD

Station 1 Can you hold the snake position for 20 seconds?



Station 2 Can you do 5 push-ups?



Station 3 Can you bench step for 1 minute?



Station 4 Can you hold the cross over hand for 15 seconds?



Station 5 Can you jump rope w/out stopping for 40 seconds?



Station 6 Can you jog for 2 minutes?



Station 7 Can you put 10 food items in the correct food group in 1 minute?



Great job

Station 8 Can you jump the stick 25 times?



Station 9 Can you do 10 sit-ups?



In the past it was easy to teach the same way each year. Now, the opportunities to involve students in their own assessment and together develop criteria for assessment are endless.

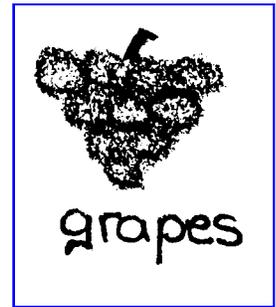
Teacher

HEALTH RELATED FITNESS SURVEY

Name: Danny Teacher: Mrs. Bolinger
Grade: 2nd

1. How do you feel about fitness stations?
(sit-ups, stretching, running, push-ups) good
like them likes running
likes sit ups best
likes stretching good
yes dose not like push-ups
2. How do you feel about exercising?
like them
Sorta
radical
radical
3. How do you feel about your physical education class?
fun
yes
radical
radical

PERSONAL FITNESS ASSESSMENT PROFILE



Name: Abbeu
 Resting Heart Rate: 80 bpm
 Height: 59 1/2
 Weight: 90
 Target Heart Rate: _____

Fitness Test	Fitness Component	Raw Score	Percentile
Body Mass Index	Body Composition	_____	_____
Sit and Reach	Flexibility	<u>16</u>	_____
Curl-up	Abdominal Muscle Strength	<u>75</u>	_____
Trunk Extensor	Flexibility & Strength	<u>12</u>	_____
Flexed Arm Hang	Upper Body Muscle Strength	<u>11.3</u>	_____
The Pacer The Mile	Aerobic Cardiovascular Endurance	<u>7 min 24 sec</u>	_____

Self-Evaluation of Fitness Components

	Aerobic Cardiovascular Endurance	Body Composition	Flexibility	Muscular Endurance	Muscular Strength
Superior	<input checked="" type="checkbox"/>	_____	_____	<input checked="" type="checkbox"/>	_____
Excellent	_____	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	_____	_____
Good	_____	_____	_____	_____	<input checked="" type="checkbox"/>
Fair	_____	_____	_____	_____	_____
Poor	_____	_____	_____	_____	_____
Very Poor	_____	_____	_____	_____	_____

Fitness Contract

I, _____, agree to:

When I complete the requirements listed above, I will receive appropriate recognition of my activity.

Student's Signature

Date

I agree that the student named above will receive recognition of completing the terms of this contract by receiving

Teacher's Signature

Date