Am I Balanced?

Fitness Portfolio Grade 8 You will be adding to this portfolio throughout your MYP years at Rockridge. It will consist of three sections:

1. Part One: Grade 8
2. Part Two: Grade 9
3. Part Three: Grade 10

Here is an outline of the Components of Part One that you will need.

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| --- | --- | --- | --- |
|  | Student Checklist | Completion  Teacher | Criterion |
| Title Page and Table of Contents |  |  | Completion |
| **Components of Fitness Assignment** |  |  | **A Knowledge** |
| Fall 2 week Activity Log |  |  | D |
| Goals/ Action Plan |  |  | D |
| **Portfolio:** This is me in grade 8! (Evidence of meeting goals) |  |  | D |
| Reflection (included in at bottom of goals and portfolio) |  |  | D |

**Criterion D: Social skills and Engagement – Student evaluation of Whole Booklet**

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| --- | --- | --- | --- |
| 5-6 | 3-4 | 1-2 | 0 |
| Takes responsibility for their own learning and usually shows enthusiasm and commitment  -project is completed on time, with detail and care, outstanding presentation | Takes responsibility for their own learning most of the time  Shows some enthusiasm and commitment  -project is completed, one or two components weak or missing, some some care to detail and presentation | Takes responsibility for their own learning some of the time  Shows little enthusiasm and commitment  -project is partly, several components weak or missing, lacks attention to detail and presentation | Did not complete Portfolio |
| Reflects critically on their own achievements (Reflections)  sets appropriate goals (Goals)  takes action towards achieving them (This is me in grade 8) | Reflects on their own achievements to a satisfactory level (Reflections)  Usually sets appropriate goals (Goals)  takes some action towards achieving them but needs encouragement (This is me in grade 8) | Shows difficulty in reflecting on achievements and in setting and taking action to achieve goals |  |

Teacher evaluation only:

**Goals and evidence: Criterion D: Social skills and Engagement**

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| --- | --- | --- | --- |
| 5-6 | 3-4 | 1-2 | 0 |
| Takes responsibility for their own learning and usually shows enthusiasm and commitment  -project is completed on time, with detail and care, outstanding presentation | Takes responsibility for their own learning most of the time  Shows some enthusiasm and commitment  -project is completed, one or two components weak or missing, some some care to detail and presentation | Takes responsibility for their own learning some of the time  Shows little enthusiasm and commitment  -project is partly, several components weak or missing, lacks attention to detail and presentation | Did not complete Portfolio |
| Reflects critically on their own achievements (Reflections)  sets appropriate goals (Goals)  takes action towards achieving them (This is me in grade 8) | Reflects on their own achievements to a satisfactory level (Reflections)  Usually sets appropriate goals (Goals)  takes some action towards achieving them but needs encouragement (This is me in grade 8) | Shows difficulty in reflecting on achievements and in setting and taking action to achieve goals |  |

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| --- | --- |
| **Achievement level** | **Poster**  **Descriptor- Criterion A** |
| **0** | The student does not reach a standard described by any of the descriptors. |
| **1-2** | The use of terminology in the poster is **inconsistent**, **inappropriate** or **incorrect.** Demonstrates **little** knowledge of the chosen components of fitness. The poster is poorly presented. |
| **3-4** | Uses **basic** terminology that is sometimes **inaccurate** or **inappropriate** in the poster. Demonstrates a **basic** knowledge of the chosen components of fitness. The poster includes **very few** of the following: pictures, testing and sport specific references The presentation of the poster has **a few good** aspects. |
| **5-6** | Uses a range of terminology **accurately** and **appropriately** in some sections of the poster. Demonstrates a **good** knowledge of the chosen components of fitness. The poster includes **some** of the following: pictures, testing and sport specific references. The presentation of the poster is **good.** |
| **7-8** | Uses a **wide** range of physical education terminology **accurately** and **appropriately** in **most** of the poster. Demonstrates a **thorough** knowledge of the chosen component of fitness. The poster includes **all** of the following: pictures, testing and sport specific references. The presentation of the poster is **outstanding.** |

Physical fitness is the first requisite of happiness. Our interpretation of physical fitness is the attainment and maintenance of a uniformly developed body with a sound mind fully capable of naturally, easily and satisfactorily performing our many and varied daily tasks with spontaneous zest and pleasure.” (Joseph Pilates, 1945)

**What is physical activity?**

Physical activity is any form of exercise or movement that causes your body to work harder than normal.

**Why is physical activity important?**

Physical activity improves health and well-being. It reduces stress, strengthens the heart and lungs, increases energy levels, helps you maintain and achieve a healthy body weight and it improves your outlook on life.

**Three Main Categories of Physical Activity:**

**1. Endurance:** activities that make you breathe deeper, your heart beat faster, and make you feel warmer.

**2. Flexibility:** activities like bending, stretching and reaching that keep your joints moving.

**3. Strength:** activities that build your muscles and bones.

**Did you know? (From Canada’s Physical Activity Guide for Youth)**

Research studies show than more than half of Canadian children and youth are not active enough for optimal growth and development.

Canadian girls are less active than boys with only 38 per cent of girls and 48 per cent of boys considered active enough.

From 1981 to 2006 the number of boys and girls who were overweight doubled and the numbers that were obese tripled. .

http://www.phac-aspc.gc.ca/pau-uap/paguide/child\_youth/youth/index.html

**Examples of physical activity: (Canada’s Physical Activity for Youth)**

|  |  |
| --- | --- |
| Walk more – to/in school, to the mall, to the park, to your friend’s house  Walk, run or bike instead of getting a ride with mom or dad  Take the dog for a walk  Run, jump, skateboard, snow-board, ski, skate or toboggan  Play sports/intramurals  Go skating, swimming, bike riding or bowling  Rake the leaves, shovel snow or carry the groceries  Take a class like yoga, hip hop, aerobics or gymnastics | Check out some activities at the community centre  Be active with your friends  Put on some music and move  Stretch your muscles every day  Try something new like rock climbing or dance classes |

**Health Canada recommends the following amount of activity under each category of Physical Activity:**

Endurance activities (45 – 60 minutes, 4-7 days/ week)

Flexibility activities (4-7 days / week)

Strength activities (2-4 days/ week)

\*\*\*\* Days for recovery and rest are important, this does not mean you do nothing on a day, ***you just balance the categories***. A day of rest is okay!

**All students in BC are required to perform Daily Physical Activity:**

Students must document and report a minimum of **150 minutes** per week of physical activity at a moderate to vigorous intensity, as part of their Graduation Transitions Program. This is what we are looking for as a minimum in your logs.

Physical Fitness

Physical Fitness is not a single entity but consists of a number of characteristics of which strength, cardiovascular fitness and flexibility are only 3. The possession of each of the specific components of fitness is critical to the development of **optimal physical fitness** and to achieving the benefits associated with being optimally fit.

**List and Explain in your own words the Health Related Fitness Components – List a test for each component ex Flexibility: Sit and reach test**

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**List and Explain in your own words the Skill- Related Fitness Components**

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**Rockridge Grade 8 Fitness Component Assignment**

**Student name:** ……………………………………………………………….………………….

**Assessment title:** Components of Fitness Assignment

**Criteria covered**: Criterion A Use Of Knowledge

**Date given:** ………….………………… **Hand-in date:** ……………………………………

**Task:** Design a poster highlighting the main components of fitness for a sportsperson of your choice. The poster must show a picture of the sportsperson and highlight at least 5 components of fitness (you may use a mix of Health Related and Skill Related Fitness). How do these relate to this athlete? What does a runner need to focus on? Or a gymnast? The posters must be well presented with references on the back. Information must be written in **your own words**. You must include the following:

* Picture/Photo and a brief description of who the athlete is
* Definitions of 5 components chosen
* Relate each component to part of the sportsperson’s event
* References

|  |  |
| --- | --- |
| **Achievement level** | **Descriptor- Criterion A** |
| **0** | The student does not reach a standard described by any of the descriptors. |
| **1-2** | The use of terminology in the poster is **inconsistent**, **inappropriate** or **incorrect.** Demonstrates **little** knowledge of the chosen components of fitness. The poster is poorly presented or hard to follow. Spelling/Grammatical errors |
| **3-4** | Uses **basic** terminology that is sometimes **unclear,** **inaccurate** or **inappropriate** in the poster. Demonstrates a **basic** knowledge of the chosen components of fitness. The poster includes **very few** of the following: definitions, pictures and sport specific references. The presentation of the poster has **a few good** aspects. |
| **5-6** | Uses a range of terminology **accurately** and **appropriately** in some sections of the poster. Demonstrates a **good** knowledge of the chosen components of fitness. The poster includes **some** of the following: pictures, definitions and sport specific references. The presentation of the poster is **good.** |
| **7-8** | Uses a **wide** range of physical education terminology **accurately** and **appropriately** in **most** of the poster. Demonstrates a **thorough** knowledge of the chosen component of fitness. The poster includes **all** of the following: definitions, pictures and sport specific references. The presentation of the poster is **outstanding.** |

**Student self evaluation**

Use this box to explain how you feel you have successfully met the criteria for this assessment. Use the rubric for the assignment

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| --- | --- | --- | --- | --- | --- |
|  | 0 | 1-2 | 3-4 | 5-6 | 7-8 |
| Picture/Photo |  |  |  |  |  |
| Definitions of 5 components chosen |  |  |  |  |  |
| Relate each component to part of the sportsperson’s event |  |  |  |  |  |
| References |  |  |  |  |  |

**Peer feedback**

How well has the student met the criteria for assessment? What are the strengths?

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| --- | --- | --- | --- | --- | --- |
|  | 0 | 1-2 | 3-4 | 5-6 | 7-8 |
| Picture/Photo |  |  |  |  |  |
| Definitions of 5 components chosen |  |  |  |  |  |
| Relate each component to part of the sportsperson’s event |  |  |  |  |  |
| References |  |  |  |  |  |

What targets can the student work towards in the future?

Signed …………………………………………………………. Date: ………………………………………….

**Activity Log – 2 Weeks**

Tell us what you do for activity each day. Record Continuous time for all activities you do. Include activities in all components of Fitness

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| **Month:** |  | **Activity Description:**  ***Be specific, give some descriptive details*** | **PES Scale**  1 Light Activity: “stroll in the park”  2 Moderate Activity: “I’m feeling warmer”  3 Vigorous Exercise: “Pushing the comfort zone” Breaking a good sweat, increased breathing rate, I am working at a good pace  4 Hard Training: “Huffing and Puffing” High heart rate and breathing rate, can talk with breaks  5 Difficult Training: My Max! Can’t go harder will throw up or pass out! | **Category:**  **E=Endurance**  **F=Flexibility**  **S=Strength** | **Total minutes** |
| Week #1  Dates: | S |  |  |  |  |
| M |  |  |  |  |
| T |  |  |  |  |
| W |  |  |  |  |
| Th |  |  |  |  |
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| S |  |  |  |  |
| Weekly Total Min: |

Week 2 :

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Month:** |  | **Activity Description** | **PES Scale**  1 Light Activity: “stroll in the park”  2 Moderate Activity: “I’m feeling warmer”  3 Vigorous Exercise: “Pushing the comfort zone” Breaking a good sweat, increased breathing rate, I am working at a good pace  4 Hard Training: “Huffing and Puffing” High heart rate and breathing rate, can talk with breaks  5 Difficult Training: My Max! Can’t go harder will throw up or pass out! | **Category:**  **E=Endurance**  **F=Flexibility**  **S=Strength** | **Total minutes** |
| Week #2  Dates: | S |  |  |  |  |
| M |  |  |  |  |
| T |  |  |  |  |
| W |  |  |  |  |
| Th |  |  |  |  |
| F |  |  |  |  |
| S |  |  |  |  |
| Weekly Total Min: |

**PERCEIVED EXERTION SCALE: HOW HARD ARE YOU WORKING?**

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| **1 = LIGHT ACTIVITY**  **“A walk in the park”** |
| **Barely notice a change in heart beating and breathing, feel just a bit warmer, very comfortable and can move at this pace all day long,**  **can sing or talk easily while doing the activity.** |
| **2 = MODERATE EXERCISE**  **“I’M FEELING WARMER in my comfort zone.”** |
| **Noticeable increase in heartbeat and breathing a bit harder, definitely warmer, sweating a little, but feel good and easy talking,**  **with effort can maintain for extended period of time** |
| **3 = VIGOROUS EXERCISE**  **“Pushing my comfort zone”** |
| **Heart beat is faster, feeling hot, sweating more, generally fatigue but able to maintain this level, can still talk but with breaks in between words/phrases, slightly breathless. Could keep going at this pace but have to dig a little deeper, or just need to catch your breath every once in a while** |
| **4 = HARD TRAINING**  **I’m huffing and puffing”** |
| **Pushing comfort zone and limits, Heart beat is noticeably faster, high heart rate, breathing deeper and louder, tiring, difficult to maintain a conversation, can only maintain this pace for a moderate period of time, could go faster if could put up with more discomfort, focused, trying hard, continuous effort** |
| **5 = DIFFICULT TRAINING**  **“I feel like throwing up”** |
| **Can only maintain this pace for a very short period of time, Maximum effort and exhaustion, maximum level of discomfort, can’t push much harder, feel heart pumping hard Difficulty breathing, breath is deep and rapid, unable to talk, pushing beyond limits** |

**Criteria for Evaluation:**

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| **Activity Log** | **Minimal** | **Good** | **Very Good** | **High** | **Extreme** |
| **PER WEEK**  # minutes of Moderate to Vigorous Physical  Activity | Less Than 150 minutes | Greater than 150 minutes  180–200 minutes at mild/low intensity | Greater than 180 minutes  Intensity level varies | Minimum 200 minutes  Moderate to vigorous | Greater than 300 minutes at a vigorous level |
| **DAILY ACTIVITY**  # minutes of activity from one of three categories a day (Strength, Endurance or Flexibility) | 30 - 60 minutes  For 2 days a week | 30 minutes or more **3 days a week**  20 minutes **4 days** a week, averages out here | 30 – 60 min **5 days**  60 – 120 min **4 days**  Inconsistent between weeks but averages out here | 30–60 min **6 days a week**  Greater than 60 **min 5 days** a week  Consistent | More than 45 min **6 days** a week or Minimum 90 min 5 days a week  Consistent |
| **Targets all three fitness categories**  (Strength, Cardio Vascular Endurance or Flexibility) |  | Targets mainly one categories, maybe dabbles in one other 1 or 2 times | Usually targets 2 categories | 3 categories, touches each category at least once a week | Each week targets each category at least twice |
| **Variety** of Activities  games/sports team/individual movement: dance , gymnastics, martial arts etc active living: fitness type activities, weightroom, fitness classes, alternative activities (hiking, biking, roller blading, skiing , skating) |  | Some variation  But mainly one type of activity | Targets some different skills, mainly focuses on two | Targets a variety of skills, sports and activities from 3 – 4 categories | Targets a wide variety of skills, sports and activities  Touches on all four categories and has variety within each category |

Activity Log Reflection:

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| Using the Rubric above, how did you rate? What did you learn from recording your activity? Do you meet the ministry recommendations? How do you size up? Are you balanced? |
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| How does fitness fit in your life? Are you balanced? Are you at risk in any areas? What changes to your routine would you like to make? What will you do and When? Why? Give details. |
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**Goals:** From this information in your log: Set three goals for the year and create an action plan on how you will achieve this.

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|  |  | **Goal** |
| **S** | **Specific** | Knowing exactly what your goal is. E.g. achieving a level 8 on the bleep test |
| **M** | **Measurable** | Make sure your achievement can be measured. E.g bleep test/copper run |
| **A** | **Achievable** | Make sure that it is possible to achieve your goal. Setting unachievable goals will result in feelings of demotivation. |
| **R** | **Realistic** | Set a target that you can complete using time and resources available |
| **T** | **Time bound** |  |

See examples: Include records in portfolio and pretests in Measure Section.

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| **Goal#1**: ***Category: Strength****: I will improve my time on the plank from 1 minute to 1minute 30 seconds* |
| **Action Plan:** (How will you meet this goal) *I will practice the plank each time I watch TV for at least one commercial a time.* |
| **Measure:** ( how will we know you have met your goal?) *I will have my Mom time me on the plank on the 1st and 25th of the month. I will compare my results.*  *My pretest Score was: 1:02* |

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| **Goal #1: Cardio Vascular Endurance (Heart and Lungs)**: (example: Increase Pinetree run time, walk the dog 3 times a week for 10 minutes, play basketball or a sport) |
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| **Action Plan**: How will you achieve this? Be Specific! When? How often? Be specific, track on a chart or journal for portfolio as evidence |
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| **Measure**: How will you measure whether you have achieved this or not? (Record Before and after test here ) |
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| Spring Reflection- Fill in in the SPRING How did you do? explain |
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| **Goal #2: Muscular strength, endurance or power (Core, Upper Body and or Lower Body)** (Ex. perform a series of exercises 3 times a week, 30 sit ups, chin ups, plank) |
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| **Action Plan:** How will you achieve this? Be Specific! When? How often? Be specific, track on a chart or journal for portfolio as evidence |
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| Measure: How will you measure whether you have achieved this or not? (record before and after test here) |
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| Spring Reflection- How did you do? explain |
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| **Goal #3: Flexibility** (ie Stretch hamstrings 3 times a week, yoga or dance 2 times a week, increase sit and reach score, perform a calf stretch 5 days a week 10 minutes) |
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| **Action Plan:** How will you achieve this? Be Specific! When? How often? Be specific, track on a chart or journal for portfolio as evidence |
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| Measure: How will you measure whether you have achieved this or not? (record before and after test here) |
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| Spring Reflection- How did you do? explain |
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**This is me in Grade 8!**

**Evidence of the Action: Portfolio**

Show us on 2-3 pages, what your goals are and what you are doing to meet your goals, then reflect how this went for you!

The portfolio should include: Evidence (photos: colour or black and white, charts or logs of action) of you meeting the goal with a description of what you are doing, Reflection: 3 – 4 sentences describing the experience Did you meet your goal? Why or why not? Challenges, success etc

The pictures should be related to your goals and cover the Components of Fitness that you have learned about.

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| 5-6 | 3-4 | | 1-2 | | 0 | |
| Includes 6 or more pictures from an extended period of time, between first and third term.  Relates to goals  Description is detailed, clear, well written and supports criteria | Includes 5 or more related pictures  Most pictures are related to goals  Time period is limited  Description is satisfactory and supports some criteria  Some grammatical/spelling errors | | Includes a few pictures (1-3)  May have repetition  Lacks variety  Does not represent goals well  Lacks detail in description  Unclear  Time period is not well represented | | Did not complete this section | |
| Reflects critically on their own achievements (Reflections)  sets appropriate goals (Goals)  takes action towards achieving them (This is me in grade 8) | | Reflects on their own achievements to a satisfactory level (Reflections)  Usually sets appropriate goals (Goals)  takes some action towards achieving them but needs encouragement (This is me in grade 8) | | Shows difficulty in reflecting on achievements and in setting and taking action to achieve goals | |  | |

**Final Reflection:**

**Health Canada recommends the following amount of activity under each category of Physical Activity:**

Endurance activities (4-7 days/ week)

Flexibility activities (4-7 days / week)

Strength activities (2-4 days/ week)

\*\*\*\* Days for recovery and rest are important, this does not mean you do nothing on a day you just balance the categories. A day of rest is okay!

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| What did you learn from recording your activity, setting goals and working towards them? |
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| After this process how was your activity level different from the fall? How? Explain. Do you meet the ministry recommendations? How do you size up? Are you balanced? |
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**Fitness Summer Goals : Grade: \_\_\_\_\_\_\_\_\_\_\_\_**

**BE SPECIFIC!**

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| Based on your year what is your goal(s) for the summer ? |
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| How will you achieve your goal? |
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Reflection: In September!

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| Did you meet your goal? Why or why not? |
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