Anna, Nick, and John

Fitness log for students to fill out:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Times | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 8:00am |  |  |  |  |  |  |  |
| 9:00am |  |  |  |  |  |  |  |
| 10:00am |  |  |  |  |  |  |  |
| 11:00am |  |  |  |  |  |  |  |
| 12:00pm |  |  |  |  |  |  |  |
| 1:00pm |  |  |  |  |  |  |  |
| 2:00pm |  |  |  |  |  |  |  |

**Curricular Competency:** Describe how students participation in physical activities at school, at home, and in the community can influence their health and fitness.

**The Activity:** Have student’s record a check mark anytime they did physical activity (this can be anything from gym class, to soccer practice, to gardening, to playing pokemon go while walking, or riding their bike to and from school). Students work in teams, selected by the teacher to ensure a diversity in their levels of physicality. A questionnaire regarding physical activity would be handed out to the students prior to the start of the groups being formed. They would then be separated evenly according to all participation levels to balance the groups.

**More ideas:** Students are put into teams chosen by the teacher to ensure diversity in their levels of physicality. Each team is given a chart containing the days of the week and times of day. Teams meet each day and discuss the physical activity they performed the day before (this can be anything from gym class, to soccer practice, to gardening, to playing pokemon go while walking). The goal is for each team to have as many check marks as possible. During their meeting time, students can facilitate conversation around ways to increase their physical activity so as to add check marks for the next day. At the end of each week the checks marks are added up and a reward is granted by the teacher to the team with the most check marks. Perhaps a trophy that continuously changes hands as the teams progress throughout the year.

**Fitness Logs**

The idea of a physical fitness log is not just to record the stereotypical physical activities most kids associate the term “physical fitness” . The idea behind the log is to reveal to them current activities they are performing and provide them opportunities to alter current behaviours to increase their level of active movement. For example, one student may be known as the class soccer player, who is known to constantly be at practice or games. Conversely, another child may view that student as being a “physically active” person. What many students do not realize, is physical activity doesn’t just pertain to organized sports. They need to see, while the soccer player is active, they are being driven to and from school and to all of their soccer events. Contrast this to themselves who don’t get driven to and from school but are riding their bike to school and home. They need to be shown, this is exactly what constitutes physical activity.

Once they realize the title of being “physically active” involves a wide array of movements, they can begin to establish new ways of adding it into their daily, weekly, and monthly routines. Couple this with the group dynamic in the classroom surrounding the activity log, we should see a positive increase in our students level of physical activity.