

Health and Activity for Life Wellness Portfolio

OBJECTIVE: To understand and evaluate the importance of living a healthy and active lifestyle.

STANDARDS BASED EXPECTED OUTCOMES:

1. Students will understand the importance of physical and personal wellness
2. Students will understand the importance of emotional and social wellness
3. Students will understand prevention and risk management
4. Students will understand the value of intrinsic motivation towards setting “SMART” goals

DIRECTIONS:

1. This book will include 15 topic pages. 1-10 (**In Bold**) are required pages, and then choose 5 more.
2. The book must:
 - a. Follow all directions
 - b. Number and label each topic page
 - c. Be creative in presentation
 - d. Utilize different forms of illustrations
 - e. Be neatly done
 - f. Well organized, legible, use proper grammar and sentence structure
 - g. Complete sentences. Paragraphs are 3-5 sentences in length.
 - h. **TURNED IN ON TIME**
3. The project will be assessed by the student **AND** the teacher using a rubric.

TOPIC PAGES:

(1-10 Required)

1. Cover page
2. “My name is...” page
3. Emotional and Social Wellness Page
4. Nutrition Page
5. Health and Skill Related Fitness Analysis Page
6. Physical Activity Page
7. Injury Prevention and Risk Management Page
8. Diseases and Prevention Page
9. Alcohol, Drugs, and Tobacco Page
10. Relationships Page

(Choose 5 from 11-22)

11. Memory Page
12. “There is a place I know...” Page
13. Family Page
14. People Page
15. Friends Page
16. Compliment Page
17. Star Page
18. Favorites/Pet Peeve Page
19. Problem solving page
20. Foot page
21. Self-Contract page
22. Student and teacher assessment page

DIRECTIONS FOR TOPIC PAGES:

1. **Cover Page:**
 - a. Design and make a fancy cover for your book that tells something about you. Include:
 - i. Original title
 - ii. Your first and last name
 - iii. Period number
 - iv. Date
 - v. Some sort of positive artwork
2. **“My name is...” Page:**

- a. In the middle of the page, write your first name vertically. For each of the letters, write a word or a phrase that may start or is inclusive with that letter. The word or phrase should describe you or tell something about you (i.e. - likes and/or dislikes).
 - b. Write a paragraph answering the following questions:
 - i. Do you like your name? Explain why.
 - ii. If you could change your name, what would it be? Explain why?
3. **Emotional and Social Wellness Page:**
- a. Write a letter to a friend or family member you might be concerned about.
 - i. Address these areas:
 1. Concerns about their well being.
 2. Stress level
 3. Self Esteem
 4. Self Concept
 - ii. How would you effectively help your friend in these areas?
4. **Nutrition Page:**
- a. Draw My Plate and describe how it will influence your food choices
 - b. List the 6 essential nutrients and give one example of a food that fits in that category
 - c. Describe the Caloric intake versus Energy Expenditures through:
 - i. Serving Size
 - ii. Reading a Food Label
 - iii. How much is burned through Physical Activity
 - iv. Basal Metabolic Rate
5. **Health and Skill Related Fitness Analysis Page:**
- a. Analyze your fitness data in terms of the 5 Health Related Fitness Components
 - b. What are the benefits of the 5 Health Related Fitness Components
 - c. Analyze your fitness data in terms of the 6 Skill Related Fitness Components
 - d. What are the benefits of the 6 Skill Related Fitness Components
 - e. Based on your analysis, set one goal to improve your fitness level
6. **Physical Activity Page:**
- a. Describe one activity that you were successful with, and why.
 - b. Describe one activity that was really challenging for you, and why.
 - c. Name one physical activity that you see as a lifelong activity.
 - d. Describe an activity that helped you understand the importance of being a team player.
7. **Injury Prevention and Risk Management Page:**
- a. Explain the three areas of a workout.
 - b. Create a chart to explain the two following acronyms.
 - i. RICE
 - ii. FITT
 - c. If injured, what steps do you take to recovery?
 - d. Take a picture of an unsafe playing area.
8. **Diseases and Prevention Page:**
- a. What is the difference between communicable and non-communicable diseases
 - b. What are some steps that you can do to prevent the spread of communicable diseases?
 - c. What are choices that you can make to minimize risk of non-communicable diseases?
9. **Alcohol, Drugs, and Tobacco Page:**
- a. Create a body collage showing the effects of alcohol, tobacco, drugs.

- i. Include pictures of body parts showing the effects of alcohol, tobacco, and drugs.
- b. Explain the effects that alcohol, tobacco, and drugs have on your decision making.
- c. Create a scenario where you would use refusal skills for alcohol, tobacco, and drugs.

10. **Relationships Page:**

- a. Describe the signs of a healthy and unhealthy relationships
- b. Describe how to use a decision-making process to make healthy decisions about relationships and sexual health.
- c. How can relationships enhance/hinder your life.

11. **Memory Page:**

- a. Write a paragraph about an important experience from your elementary school years (it does not have to be school related).
- b. Write another paragraph about an important experience from your middle school years (it does not have to be school related).
- c. Explain what your feelings and emotions were during and after these experiences.

12. **“There is a place I know...” Page:**

- a. Describe, draw, or include a photograph of a place that is special to you. This could be your room, the mountains, or a park. It could even be an imaginary place.
- b. Answer these questions in a paragraph:
 - i. What makes it so special to you?
 - ii. When do you go there?
 - iii. What does it look and feel like to you?

13. **Family Page:**

- a. Draw (you may use stick figures) or include a picture of your family. You may decide who you wish to include in your family.
- b. Answer the following questions in a paragraph:
 - i. How are you like your parent(s)/family?
 - ii. How are you different from your parent(s)/family?
 - iii. Explain how your family supports you.

14. **People Page:**

- a. Answer the following questions in a paragraph:
 - i. What person(s) has/have had a strong influence on you?
 - ii. What person(s) has/have had a strong influence on your values/beliefs?
 - iii. What person(s) would you like to know who you don't know?
 - iv. Why would you want to meet this/these person(s)?

15. **Friends Page:**

- a. Make a list of three (3) friends you have had throughout your life.
- b. For each write about:
 - i. How you met?
 - ii. What you did together?
 - iii. Why you liked each other?
 - iv. How do you support each other?
 - v. Have you drifted apart? Why?
- c. Choose one of the friends who you think will still be your friend in five (5) years and tell why they will still be your friend?

16. **Compliment Page:**

- a. Have at least five (5) different people complete this statement regarding you:
 - i. “What I like best about (Your Name) is ...?”
 - ii. Have your friends sign after their statement.
- b. Answer the following questions in a paragraph:
 - i. How do you feel about the positive statements people made regarding you?
 - ii. Is it important to make positive statements about yourself? Why?

17. **Star Page:**

- a. You will create three (3) stars on your page (large, medium, and small).
 - i. Large star: write ten (10) descriptive words or phrases about your best traits.
 - ii. Medium star: write eight (8) descriptive words or phrases about your average traits.
 - iii. Small star: write five (5) descriptive words or phrases about the traits which you would like to improve on.
- b. Answer the following questions in a paragraph(s):
 - i. Explain how you could do better with the five (5) traits which are a challenge to you.

18. **Favorites/Pet Peeves Page:**

- a. List ten (10) of your favorite things. These can include favorite food, color, movies, music, shows, groups, TV shows, etc.
 - i. Explain why they are your favorites for each one.
- b. List five (5) things that really bother you
 - i. Explain why these bother you.
 - ii. Explain how you or even if you can cope with these things.

19. **Problem Solving Page:**

- a. Copy and complete these sentences:
 - i. “My biggest problem to solve is...”
 - ii. “What I plan to do about it is...”
 - iii. “I usually solve problems by...”
 - iv. “I can improve my problem-solving ability by...”

20. **Foot Print Page:**

- a. Draw a foot or a shoe on a piece of paper.
- b. On that foot/shoe:
 - i. List where you were ten (10) years ago.
 - ii. List where you were five (5) years ago.
 - iii. List where you see yourself in five (5) years and in ten (10) years from now.
 - iv. List what kinds of thing you will have to do to complete these goals.

21. **Self-Contract Page:**

- a. Write out a contract to yourself. Include:
 - i. What is the number one goal you would like to accomplish in your lifetime?
 - ii. What is your plan and timeline for achieving this goal?
 - iii. What are some barriers that might come up to hold you back from reaching your goal?
 - iv. What resources and/or people will help you eliminate the barriers from reaching your goal?
 - v. How will you evaluate your progress toward your goal?

Health and Activity for Life Rubrics

Wellness Portfolio

	Unsatisfactory	Partially Proficient	Proficient	Advanced
Standards 2, 3, and 4 Physical Education and Health Concepts	Minimal knowledge of subject area	Knowledge of basic concepts can be stated	Comprehension of concepts is demonstrated and related to real life.	Student demonstrates application of acquired knowledge through utilization of concepts to enhance personal wellness

Physical Education

	Unsatisfactory	Partially Proficient	Proficient	Advanced
Standard #1 Skills and Tactics	Limited, not attempted, or sedentary during activities	Teacher feedback needed to complete skills, tactics, and rules in class	Consistently performs independently skills, tactics, and rules in class	Motivate, lead and demonstrate the ability to apply skills, tactics, and rules for a lifetime
Standard #2 Physical Education Fitness Guidelines/Principles	Limited, not attempted, or sedentary during activities	Teacher feedback needed to complete warm up, workout, cool down	Perform a sport specific warm up, work out, cool down independently based on health/skill related fitness components	Motivate, lead, and apply sport specific warm ups, work outs, cool downs based on health/skill related fitness components