**Student or Celebrity Athlete Project – 6th Grade**

For this project, you can choose a celebrity athlete or you can complete the packet about yourself. If you chose an athlete, you need to complete this packet as if you were that athlete’s athletic trainer. You must follow the attached rubric to make sure that you are meeting all areas needed for this project. All information you need for your project is included in this packet so please refer to info as needed. Please complete all areas of this packet and turn it in on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Athlete name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sport: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment and Program Planning:

1. For you or your athlete, you must identify an area of weakness that you or your athlete has based on the results of a **health-fitness assessment** (do research to see if your athlete does have a true weakness).

Student or Athlete’s weakness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Keeping your, or your athlete’s, weakness in mind, create a two-week physical activity log to:

a. improve your, or his/her, area of weakness

b. include the five components of health-related fitness – See Appendix A

c. include the six components of skill-related fitness – See Appendix B

d. include the FITT principle – See Appendix C

e. consider the Overload Principle (see Appendix D) and how that will affect the training schedule as the two weeks progress

f. keep the RPE Scale (see Appendix E) in mind and use this to note feedback for you, or from your athlete, on how your or he/she feels the training is affecting yours or his/her aerobic capacity, muscular fitness, and flexibility

The activity log must include the following:

a. warm-up and cool-down periods each session

b. you or your athlete should check heart-rate during aerobic portion

c. identify major muscles affected in the flexibility and muscular fitness portions of the activities

**You must use your own ideas – do not copy off the attached sample (points will be deducted if you do)!**

3. You must write a paragraph reflecting on your, or your athlete’s, activity levels and how your physical activity regimen assisted you or your athlete in strengthening your or his/her weakness and improved your or his/her aerobic, muscular fitness, and flexibility.

This must be a proper 5-sentence paragraph with correct punctuation and spelling. It can be typed or hand-written.

Appendix A

Components of Fitness – Health-Related

* **Body Composition** – Your total body fat
* **Muscular Strength** – The strength of your muscles to do physical activity

**Muscular Endurance** – The ability of your muscles to sustain usage over time

* **Cardiovascular Endurance** – Your body’s ability to use oxygen as fuel
* **Flexibility** – The flexibility of your joints and muscles

Appendix B

Components of Fitness – Skill-Related

* **Agility** – the ability to change and control the direction and position of the body while maintaining a constant, rapid motion
* **Balance** – the ability to control or stabilize the body when a person is standing still or moving
* **Coordination** – the ability to use the senses together with body parts during movement
* **Speed** – the ability to move your body or parts of your body swiftly
* **Reaction Time** – the ability to react or respond quickly to what you hear, see, or feel
* **Power** - the ability to move the body parts swiftly while applying the maximum force of the muscles

Appendix C

FITT Principal

* **Frequency** - how often you exercise. Usually measured by number of days each week
* **Intensity** - how hard you exercise. Categorized as low, moderate, or high intensity
* **Time** - refers to the time of day you exercise and how long each session lasts
* **Type** -refers to what kind of exercise you are doing – cardio, strength training, or both

Appendix D

The **Overload Principle** is a basic sports fitness training concept. It means that in order to improve, athletes must continually work harder as they their bodies adjust to existing workouts.

Appendix E

The Borg Rating of Perceived Exertion (RPE) is a way of measuring physical activity intensity level. Perceived exertion is how hard you feel like your body is working. It is based on the physical sensations a person experiences during physical activity, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue. Although this is a subjective measure, a person’s exertion rating may provide a fairly good estimate of the actual heart rate during physical activity\* (Borg, 1998)

|  |  |  |  |
| --- | --- | --- | --- |
| Outstanding – 3 points | Excellent – 2 points | Satisfactory – 1 point | Poor – 0 points |
| The student listed weakness(es) in 3 places: cover sheet, graph, and in paragraph | The student listed the weakness(es) in 2 of 3 places | The student listed weakness(es) in 1 of 3 places | The student did not list his/her or the athlete’s weakness(es) |
| The student completed a 2-week physical activity log and included 5-6 of the required items (a – e in instructions) | The student completed a 2-week physical activity log and included 3-4 of the required items (a-e in the instructions) | The student completed a 2-week physical activity log and included 1-2 of the required items (a-e in the instructions) | The student did not complete a 2-week activity log |
| The activity log included what he/she or the athlete is doing for warm-ups and cool-downs |  |  | The student did not include what he/she or the athlete is doing for warm-ups and cool-downs |
| The student noted heart rates in all eight sections for both weeks | The student noted heart rates in 5-7 sections | The student noted heart rates in 1-4 sections | The student did not note his/her or the athlete’s heart rate |
| The student identified major muscles affected in flexibility, muscular endurance, and muscular strength both weeks  | The student identified major muscles affected in flexibility, muscular endurance, and muscular strength for one week | The student identified major muscles affected in flexibility, muscular endurance, and muscular strength sporadically | The student did not identify major muscles affected in the flexibility, muscular strength or muscular endurance portions |
| The student wrote a complete paragraph reflecting his/her or the athlete’s activity levels and how your physical activity regimen assisted you or your athlete in strengthening your or his/her weakness and improved your or his/her aerobic, muscular fitness, and flexibility | The student wrote a mostly complete paragraph reflecting his/her or the athlete’s activity levels and how your physical activity regimen assisted you or your athlete in strengthening your or his/her weakness and improved your or his/her aerobic, muscular fitness, and flexibility | The student wrote a somewhat complete paragraph reflecting his/her or the athlete’s activity levels and how your physical activity regimen assisted you or your athlete in strengthening your or his/her weakness and improved your or his/her aerobic, muscular fitness, and flexibility | The student did not write the paragraph |

Total points available: \_\_\_18\_\_\_ Points earned: \_\_\_\_\_\_\_\_\_\_ Percentage: \_\_\_\_\_\_\_\_\_\_\_\_

Notes and/or feedback: