

Lesson 1 of 6

Fitness

EQUIPMENT

copies of Physical Activity Guide for Youth and Adults (one per student)
» 4 copies of activity list » 4 dice »
hoops » activity index cards

Warm It Up

ROCK, PAPER, SCISSORS FITNESS

Create a list of six physical

activities including two from each component of fitness; e.g., cardiovascular endurance, strength and flexibility. Make four copies and post one on each wall. Place a foam die beside each poster. Invite students to skip or hop throughout the activity area and challenge classmates to a game of rock, paper, scissors (review the rules as needed). After each challenge, the two students shake hands. The student who wins, finds another classmate to challenge and the student who loses moves to the closest poster, rolls the die and performs the activity on the poster that corresponds with the number rolled; e.g., student rolls a 4 and completes the fourth activity listed on the poster. Be sure to review each poster activity as a large group and discuss safe technique for performing the activity as well as variations to increase or decrease the level of difficulty; e.g., knee raises could be done by raising one knee at a time while walking or jumping. Poster activities might include: touch all 4 walls of the activity area (cardio), hold a front plank position (strength), hold a stork stance for 10 seconds (flexibility).

ABCD's of Physical Education



RELATED RESOURCES

- Physical Activity Guide for Youth (free of charge), Public Health Agency of Canada, www.paguide.com



Safety First!

For safety, equipment, and supervision considerations when planning indoor physical activities, see pages 19-20 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, www.acicr.ualberta.ca.



Benefits of Health

Functional Fitness	B(5-6)-3
Body Image	
Well-Being	

Clues that students are achieving the outcome...

"Students will identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can participate in activities from each of the three components of fitness
- Students can identify cardiovascular, strength and flexibility activities
- Students can explain the health benefits of each type of activity



Whoop It Up

SORTING IT OUT CHALLENGE

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Post the titles of the three components of fitness described in the Physical Activity Guides. Explain to students that everyone needs to be active everyday to keep their bodies and minds healthy and strong. Experts recommend that students in grades 4-6 accumulate a minimum of 90 minutes of physical activity everyday. Variety is important! We need to participate in activities that make our hearts beat faster and huff and puff – these are called cardiovascular (heart and lung) endurance activities. We also need to participate in bending and reaching kinds of activities that stretch and lengthen our muscles – flexibility activities, and activities that build strong muscles and bones – strength activities. Invite students to stand on one foot beside a partner and identify one cardio, one flexibility and one strength activity from the warm up. Review as a large group and instruct each pair to find another pair to form a group of four, and for all groups to line up along one wall of the activity area. In a hoop placed 10-12 meters away from each group, place 12 index cards (3 cards per student) that each list a popular activity; e.g., skateboarding, swimming, soccer, karate. Groups must travel together to the hoop and back to the starting line 12 times. Each time they reach the hoop, one group member chooses one card and the group brings it back to the start line. Students will perform a specified activity while traveling to the hoop and must always remain in contact with each other; e.g., crab walk, hop on one foot, skip backwards. Explain that groups will choose 12 different ways to travel to the hoop, and must travel at least once at a high, medium, and low level. When a group has collected all 12 cards, they sort the activity cards into endurance, flexibility, or strength activities. Discuss where the students placed each activity, acknowledge that some activities include elements from more than one component of fitness, and help students appreciate how much time they spend participating in activities from each component of fitness.



Safety First!

For safety, equipment, and supervision considerations when indoor physical activities, see pages 19-20 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, www.acicr.ualberta.ca.



Wrap It Up

ROCK, PAPER, SCISSORS COOL DOWN

Post a cut-out of a student in a running position on the wall and gather in that corner of the activity area. Ask students to suggest some of the changes they felt while participating in the running activities; e.g., red cheeks, heart beating fast, sweating, breathing faster, feeling energized. Record the suggestions on the cut out and explore why the changes happen and the benefits of participating in physical activities.