

## Lesson 3 of 6

# Fitness

### EQUIPMENT

pylons » agility ladders or floor tape » skipping ropes » recycled paper

## Warm It Up

### WIZARDS AND ELVES

Instruct students to stand facing a partner 2 meters apart on one of two lines

on the floor – the class will be standing in two long lines. Identify one line of students to be wizards, and the other to be elves. Designate a safe zone 5 meters away from a wall and behind each line of students. Call out a name; i.e., wizards or elves. The student whose name is called tries to tag their partner, who turns around and tries to reach the safe zone before being tagged. Instruct students to quickly return to the starting lines and listen for the next name to be called. Students could keep track of points (one point for reaching the safe zone without being tagged) if desired.

### ABCD's of Physical Education



### RELATED RESOURCES

- Physical Activity Guide for Youth, Public Health Agency of Canada, 2002, [www.paguide.com](http://www.paguide.com)
- Physical Education Online website, [www.education.alberta.ca/physicaleducationonline](http://www.education.alberta.ca/physicaleducationonline)



### Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see page 51 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, [www.acicr.ualberta.ca](http://www.acicr.ualberta.ca).



Do it Daily...For Life!

### Do it Daily...For Life!

Effort	
Safety	
Goal Setting/ Personal Challenge	D(4-5)-7
Active Living in Community	

### Clues that students are achieving the outcome...

"Students will demonstrate different ways to achieve an activity goal that is personally challenging." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can suggest different ways to complete station activities
- Students can keep their heart rate elevated and be huffing and puffing while participating in physical activities



## Whoop It Up

### ALL ABOUT CARDIO

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. Explain that today's lesson is all about cardiovascular endurance activities. The challenge is to perform the activities in such a way that your heart is beating faster and you are huffing and puffing.

Divide the class into three large groups. Each group will start at one of the following stations and participate in the activity for 6-7 minutes. Describe each station activity and ask students to suggest different ways to complete the activity to increase or decrease the level of difficulty. Play music while students are participating. When the music stops, groups have one minute to walk to the next station and get ready to go. **TRIANGLE TRAINING** » Create a large triangle with three pylons.

Students perform a different activity while traveling along each side of the triangle; walk, jog, or run. Variations could include moving forwards, backwards or sideways. **LADDER MANIA** » Place 4-5 agility ladders 2-3 meters apart and beside each other on the floor. If agility ladders are not available, use floor tape to create a ladder with 10-12 rungs spaced 30 centimeters apart. Students start at one end of the ladder and travel through in various patterns slowly at first, to help muscles remember the movement pattern, and progress to move through as quickly as possible. Students should move forward on the balls of their feet, keep arms bent at 90 degrees, keep head still, and shoulders, arms and hands relaxed. Patterns might include hopscotch (hop with right foot in the first square, two feet in the second square, left foot in the third square and repeat) and in-out drill (step in first square with left foot followed by right foot, then step outside and to the left of the second square with left foot and outside and to the right of the second square with right foot, repeat).

Challenge students to create their own agility ladder patterns. **SKIPPING JUNCTION** » Students practice individual skipping skills. Skills might include: boxer jumps (two jumps on each foot), skier (feet together and jump side to side), straddle jumps (alternate jumping with feet together and apart). Variations could include jumping with an imaginary rope to ensure jumps can be continuous and heart rate is elevated.



### 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](http://www.acicr.ualberta.ca).



Activity

## Wrap It Up

Post the following sentences and invite pairs to discuss the numbers that make each statement true.

1. Kids aged 10-14 should accumulate \_\_\_\_ minutes of physical activity every day. (ANSWER = 90)
2. Participate in cardiovascular endurance activities for \_\_\_\_ to \_\_\_\_ minutes \_\_\_\_ days of the week. (ANSWER = 20-30 minutes, 5 days).

Review and distribute tracking sheets for students to record how they felt before and after the lesson.