

Lesson 5 of 6

Fitness

EQUIPMENT

2 hoops » beanbags » dice » activity station monopoly cards and equipment required for each station » 10 each of Chance and Community Chest card

Warm It Up

MEET IN THE MIDDLE

Create an obstacle free space in the centre of the activity area and instruct students to stand facing a partner on one of two lines so that all students form two long lines, these are the centre lines. Designate an endline 8-10 meters behind each line of students. On the signal to begin, students move backwards (jog, run, skip) toward but no further than the endline until the leader calls 'meet in the middle and (an action)', at which point students move forward, meet their partner at the centre lines and complete the action. As soon as partners have completed the action, they move backwards toward the endline and wait to hear the leader's next call. Actions might include high-five, 360 degree turn, and swing your partner. After a few rounds, ask students to call an action.



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.

ABCD's of Physical Education



RELATED RESOURCES

- Ready-to-Use P.E. Activities for Grades 5-6 (LRC# 257205), J. Landy & M. Landy, 1993, www.lrc.education.gov.ab.ca
- 'Fitness Frenzy' workshop, 2008-09, Ever Active Schools, www.everactive.org



Do it Daily...For Life!

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| | |
|----------------------------|------|
| Effort | |
| Safety | |
| Goal Setting | D4-6 |
| Active Living in Community | |

Clues that students are achieving the outcome...

"Students will set and achieve a long-term goal to increase effort and participation in one area of physical activity." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can identify a goal to increase effort and performance related to one ABA challenge
- Students can articulate what needs to happen to meet the goal and what it looks like when the goal is achieved.



Whoop It Up

FITNESS MONOPOLY

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 activity stations on the walls around the activity area, consider naming them after the properties included on the Monopoly Game board (railroads, Community Chest, Chance, Park Place). Include activity stations that reflect a variety of cardio, strength and flexibility activities. Review each station with the large group and discuss ways to modify each activity to increase or decrease the level of difficulty. In the centre of the activity area, place the dice, Community Chest and Chance cards and a hula-hoop containing one beanbag. The four corner stations are “GO”, “Free Parking”, “Go Directly to the Couch” and “Couch”. A hula-hoop with a large number of beanbags is placed in the “GO” corner. Challenge groups of 3-4 students to complete as many laps of the “Monopoly board” as possible in a pre-determined amount of time. Every time a group passes “GO” they have completed one lap and receive one beanbag. Groups start by rolling a die in the centre of the activity space and advance that many stations ahead, starting from “GO”. When all group members have completed the station activity, they return to the centre and roll again. Continue completing activity stations and collecting beanbags for completed laps. Should a group land at the “couch” station, they pay 3 beanbags to the centre hoop and continue. Should a group land on the “free parking” station, they collect all of the beanbags from the centre hoop. Should a group land in either the Community Chest or Chance station, they choose the top card off the appropriate deck and complete the indicated action. Cards are then returned to the bottom of the pile. Cards might say:

- Go directly to the couch, do not pass GO
- Get off the couch free!
- Complete the next lap while hopping on one foot
- Advance to the nearest railroad
- Doctor fee, pay 2 laps
- Pay each group 1 lap



Safety First!

For safety, equipment, and supervision considerations when planning fitness activities, see page 53 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

HIGHLIGHT OF THE DAY

Ask students to place all of the equipment in a corner of the activity area and distribute tracking sheets. As student record how they feel and what they have eaten, ask them to think about their “highlight of the day”, which they will share with you as they hand in their tracking sheets. Remind students of the Active Body Adventure (ABA) challenges and share the date they will be completing the challenges again. For homework, instruct students to write a fitness goal by completing the following sentence; “Next time I do the ABA, I want to...”. Review and provide feedback to students about their goal in the next lesson.