

## Lesson 6 of 6

# Fitness

### EQUIPMENT

open space » music and music player » circuit station cards and equipment » tracking sheets

## Warm It Up

### ROTATION STATION

Start with the ankles and ask students to identify the joints in the body as you move from ankles up to the neck; e.g., ankles, knees, hips, shoulders, arms, wrists, neck. Rotate each joint slowly 10 times in each direction (left and right or forward and back). Be sure to rotate neck to the sides and forward only, not to the back.

### RELATED RESOURCES

- Canadian Active Living Fitness Circuit Charts, Elementary School Series for Grades 1-8, T. Temertzoglou, 2006, [www.thompsonbooks.com](http://www.thompsonbooks.com)
- Daily Physical Activity: A Handbook for Grades 1-9 Schools, Alberta Education, 2006, [www.education.alberta.ca/teachers/resources/dpa.aspx](http://www.education.alberta.ca/teachers/resources/dpa.aspx)



### 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).

### ABCD's of Physical Education



### Benefits of Health

Functional Fitness	B(4-6)-1
Body Image	
Well-Being	B(4-6)-8

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

**B-1:** Students will explain the relationship between nutritional habits and performance in physical activity.

**B-8:** Students will understand the connection between physical activity, stress management and relaxation. *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can explain that eating nutritious food positively affects performance in physical activities
- Students can identify physical activities that improve their mood and make them feel good



## Whoop It Up

### CIRCUIT TIME SAFETY FIRST!

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. Create and prepare at least 16 circuit station activities. Consider using ready made circuit station cards, but ensure they are developmentally appropriate for your students (see Related Resources). Half of the stations should be cardiovascular activities located on one side of the activity area, and half should be strength or flexibility activities located on the other side of the activity area. Instruct students to find a partner. One partner will begin at the cardio station of their choice and the other partner will begin at the strength or flexibility station of their choice. Students will complete the station activity for one minute and alternate between cardio and strength/flexibility stations. Play and stop music to indicate when students should move to a new station. Encourage students to choose to participate in station activities that will support the achievement of the fitness goal they identified in the previous lesson. As students complete the fitness circuit, provide feedback to individual students about their goals.

Cardiovascular station activities could include: **BEAN BAG SHUFFLE** » Stand between 2 hoops placed 5 meters apart. Move one beanbag at a time from one hoop to the other using a side shuffle step. **RABBIT HOPS** » Jump with both feet together on alternating sides of a line on the floor or low bench. **SPEED SKATING** » Place each foot on a piece of recycled paper and speed skate around the perimeter of the activity area. **TIRE DRILL** » Place tires or hoops in two staggered rows of 6-8 tires each. Run through the hoops as quickly as possible by placing one foot in each hoop.

Strength or flexibility station activities could include: **STORK STAND** » Balance while standing with arms extended out to the sides and with one foot touching the inside of the opposite leg. **CRAB PUSH-UP** » Start in a crab-walk position with hands and feet on the floor and stomach facing the ceiling. Straighten and bend arms to 90 degrees. **DISC SCISSORS** » Place each foot on a disc, towel or piece of recycled paper while in a front plank position. Move legs in and out. **SPEED BAG** » Alternate right and left arms and pretend to be punching a speed bag. Be sure to keep elbows up!



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



Benefits Health

## Wrap It Up

### TRACKING SHEET REVIEW

Instruct students to stretch the big muscle groups from head to toe while standing in a circle and distribute tracking sheets. Invite students to review their recorded comments and answer the following questions: Did you generally feel better or worse after participating in physical activities? Why? How did the food you ate and drank affect your performance in physical activities? How did the food you ate and drank affect the way you felt before and after being active? Discuss and summarize as a large group.