

INDIVIDUAL ACTIVITIES

GRADES 7-9 1-1

Lesson 1 of 6

FITNESS

EQUIPMENT

copies of heart rate tracking sheets » pencils
» music player » "Follow the Leader" song by
Soca Boys » obstacle free activity area

RELATED RESOURCES

- Pumping it Up! A Heart Health Resource for Grades 5 to 9, <http://www.everactive.org/k-12-physical-education>
- Heart Health: A Resource for Senior High School Physical Education, Alberta Education, 2006, www.education.alberta.ca/teachers/program/pe/resources/hearthealth.aspx

WARM IT UP!

HEART RATE REVISITED

Provide each student with a pencil and a copy of the heart rate tracking sheet as they enter the activity area; e.g., page on which students will record heart rates during participation in a variety of physical activities (see Related Resources). Introduce/review how to find and measure heart rate. Invite students to find their pulse on the carotid artery in the neck, or radial artery in the wrist in addition to using heart rate monitors (if possible). Count the number of beats for 6 seconds and multiply by 10 to calculate beats per minute. Immediately following the 6-second count, repeat another 6-second count to help ensure a fairly accurate reading. Instruct students to record their heart rate and the name of the activity (standing) on the tracking sheet. Invite students to move at a moderate intensity for 2 minutes. Stop, measure, and record heart rate. Explain that throughout the lesson students will frequently be asked to stop, measure, and record their heart rates.



Safety First!

2008 Safety Guidelines pages 53.



Benefits Health

Benefits Health

| | |
|--------------------|------|
| Functional Fitness | B8-3 |
| Body Image | |
| Well Being | |

Clues that students are achieving the outcome...

"Students will explain fitness components and principles of training, and formulate individual plans for personal physical fitness"
K-12 Physical Education Program of Studies, Alberta Learning, 2000.

- Students can describe the components of the F.I.T.T. principle
- Students can identify strategies to determine an appropriate intensity for activities to develop personal fitness



Ever Active Schools

WHOOOP IT UP! FOLLOW THE LEADER

Invite students to follow your lead and the directions in the lyrics of the “Follow the Leader” song by Soca Boys; e.g., hands up/down, jump left/right, clap and wave, jump and wave, move to the left/right, jump and wave, freeze. During the 16-count chorus, lead students in different activities that reflect the components of health and skill-related fitness; e.g., jump and kick heels together, hold a front plank position and walk feet ‘around the clock’. Start the music and let the fun begin! Measure and record heart rate during one 16-count chorus and at the end of the song.

Introduce the F.I.T.T. principle; frequency, intensity, time, and type, as a principle used to help set meaningful goals for improvement in physical fitness. Engage students in collaboratively describing each element. Explain to students they will be asked to set a realistic yet challenging personal fitness goal that reflects thoughtful consideration and description of the F.I.T.T. principle. Share examples; e.g., Kelly is going to take the stairs (type) for 5 minutes (time) five times a week (frequency) at a speed that allows her to carry on a conversation (intensity), or Aaron’s soccer team will participate in aerobically challenging (type) moderate to vigorous activities in the target heart zone (intensity) for at least 15 consecutive minutes (time), every second day (frequency). Provide 1-2 minutes for students to stand on one foot and discuss in small groups how to determine the appropriate frequency, intensity, time, and type of activity to reach an intended goal. Invite each group to share, and record student ideas on a chalkboard or piece of chart paper. Lead students in a continuous and non-elimination game of tag, pausing every few minutes to ask a few students to describe how hard they feel they are working. Explain that there are several strategies to determine an appropriate level of intensity. Post and introduce the perceived exertion scale; e.g., Modified Borg Scale (1-10), Heart Zones that describe the ideal training zone to achieve a desired goal (1-5), the talk test; e.g., being able to talk but not sing indicates a moderate level of intensity and heart rate. Lead students through several common methods for determining maximum heart rate (see Related Resources).



Safety First!

2008 Safety Guidelines page 19-20.

WRAP IT UP! KEEPING TRACK

Ask students to walk and discuss with a partner what they understand about heart rate and the F.I.T.T. principle. Describe the importance of tracking and reflection when it comes to personal fitness. Explain to students a “reflection question of the day” will be shared during each lesson, which they are expected to thoughtfully consider and record personal reflections and other related thoughts and feelings in a written, audio, video, or visual journal. Reflection question of the day: “Is your level of fitness of concern to anyone else?” and “Are the fitness levels of others your concern?”.