

INDIVIDUAL ACTIVITIES

GRADES 7-9 1-5

Lesson 3 of 6

FITNESS

EQUIPMENT

stability balls » resistance bands » copies of tracking sheet » cards that include a variety of upper » lower and core exercises with stability balls and resistance bands » soccer and basketballs

RELATED RESOURCES

- Daily Physical Activity: A Handbook for Grades 1-9 Schools, Alberta Education, 2006, www.education.alberta.ca/teachers/resources/dpa.aspx
- Fitness on the Ball: A Core Program for Brain and Body (Item Number HK-FOB-E), A. Spalding & L. Kelly, 2009, www.excelway.ca

WARM IT UP!

CATERPILLAR CRAWL

Provide a stability ball and resistance band to each pair of students. If students have allergies to latex, pantyhose or a towel strip can be used as an alternative. Instruct pairs to stand along one wall of the activity area and measure and record their heart rate on the tracking sheet provided. Invite students to suggest rules and routines for safe use of stability balls and resistance bands. Review and post the expectations. Invite one student at a time to move creatively on the ball to a line 10-15 meters away and back; e.g., run beside a rolling ball, scoot the ball forward with both hands while bouncing, walk with the ball between arms or legs. While one partner moves with the ball, the other explores safe movements that can be done with a resistance band. Continue for 5 minutes or more.



Safety First!

2008 Safety Guidelines pages 63, 101.



Do it Daily...For Life!

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Effort	D8-1
Safety	
Goal Setting/ Personal Challenge	
Active Living in the Community	

Clues that students are achieving the outcome...

“Students will participate regularly in, and identify and describe the benefits of, an active lifestyle” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can choose to participate in meaningful and enjoyable fitness activities
- Students can discuss if the words ‘exercise’ and ‘fun’ go together



Ever Active Schools

WHOOP IT UP! BANDS AND BALLS

Ask students to review what they understand about the F.I.T.T. principle as they place the equipment in a designated place and gather in a corner of the activity area. Invite a variety of students to share what they know. Explain that for homework, each student will design a sequence of three activities to develop a component(s) of fitness for the focus of their choice; e.g., focus on core stability, focus for a skateboarder, focus for a soccer player, and lead a small group of peers in the sequence of activities during the next lesson. Students will submit a written description of each activity and each element of the F.I.T.T. principle prior to the next lesson, on which formative assessment comments will be provided to support the further development of their ability to articulate appropriate and meaningful personal physical fitness goals. Equipment can be made available as needed, however the use of body weight and everyday items is encouraged.

Ask students to consider the focus of their sequence of fitness activities while participating in their choice of activities with balls and bands. Create and designate a space for games, balls, and bands in the activity area. In the games area, students participate in a game of 3-on-3 soccer or 2-on-2 basketball, stopping every 5 minutes to measure and record heart rate and indicate the heart zone in which they are working. Prepare activity cards (see Related Resources) for each of the stability balls and resistance bands areas that describe a variety of cardiovascular, upper body, lower body, core stability, and flexibility activities. Students measure and record their heart rate and heart zone before and after participating in a sequence of 3 or more activities chosen from the available cards. Instruct students to move at their own pace to each of the three activity areas to explore and practice developing a sequence of activities to develop personal fitness.



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WRAP IT UP! SHOW AND STRETCH

Invite pairs of students to participate in an activity to improve reaction time. One partner will hold a resistance band or pencil at chest height and then drop it. The other partner will attempt to catch the band/pencil before it hits the floor. Switch roles and repeat, attempting to catch with both right and left hands. Provide each student with a description of the homework activity as they leave the activity area, and ask students to indicate the focus for their sequence of activities. Reflection question of the day: Do the words 'exercise' and 'fun' go together?



Do it Daily...For Life!