

INDIVIDUAL ACTIVITIES

GRADES 7-9 1-7

Lesson 4 of 6

FITNESS

EQUIPMENT

skipping ropes (one per student) » music player
» equipment for student-designed fitness activities

RELATED RESOURCES

- Pumping it Up! A Heart Health Resource for Grades 5 to 9, 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!

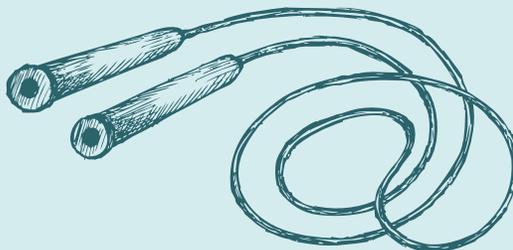
SKIP TO IT

Instruct each student to choose a skipping rope, find a personal space, and start skipping slowly at an easy pace. After one minute, play some upbeat music and invite students to gradually increase their speed until it feels like they are working in Heart Zone 2. When the music stops, invite students to measure their heart rate (twice), and then adjust their speed accordingly to effectively warm up the body and prepare for the learning activities. Stop and start the music several times.



Safety First!

2008 Safety Guidelines pages 117.



Cooperation

Cooperation

Communication	C(7-9)-1
Fair Play	
Leadership	
Teamwork	

Clues that students are achieving the outcome...

“Students will communicate thoughts and feelings in an appropriate and respectful manner as they relate to participation in physical activity”
K-12 Physical Education Program of Studies, Alberta Learning, 2000.

- Students can respond respectfully to new physical challenges
- Students can communicate positive thoughts about participating in fitness activities



Ever Active Schools

WHOOOP IT UP!
SHARE A SEQUENCE DAY

Prior to the lesson, create groups of 4-5 students, ensuring the students in each group have chosen a different focus for their series of activities. Instruct students to gather the equipment needed for their series of activities and move to a designated part of the activity area. Invite each student to take a turn leading the small group in their sequence of activities. While participating in each sequence of activities, ask students to learn from the ideas of others and consider how each activity might support the development of their own personal fitness. Remind students of the importance of using positive verbal and non-verbal communication to show respect for the experiences and ideas of others. Circulate to each group participating in the activities and providing feedback as appropriate.



Safety First!
 2008 Safety Guidelines page 53.

WRAP IT UP!
COMMUNITY CIRCLE

Gather in a circle as a large group. Lead a head to toe stretch while providing an opportunity for each student to share a question or comment about the learning experiences related to personal fitness. Remind students of the importance of using positive verbal and non-verbal communication to show respect for the experiences and ideas of others. Reflection question of the day: Fitness and Wellness: How are these words the same and how are they different?

