

### 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

## 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. 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.

#### ABCD's of Physical Education



#### Benefits of Health

Functional Fitness	B8-3
Body Image	
Well-Being	

#### 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](http://www.education.alberta.ca/teachers/program/pe/resources/hearthealth.aspx)



#### Safety First!

2008 Safety Guidelines page 53.

#### 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



## Whoop 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 pages 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?”.

# Individual Activities

GRADES 7 – 9

1-3

## Lesson 2 of 6

# Fitness

### EQUIPMENT

pedometers (one per student), posted directions for how to wear and use a pedometer » 10 or more local phone books » copies of maps of the community » list of components of health and skill related fitness » outdoor activity area » equipment as needed for circuit stations

## Warm It Up

### PHONE BOOK FITNESS

Distribute a pedometer to each student and instruct them to review the directions (posted in the activity area) that describe how to wear and use and pedometer. Troubleshoot as necessary.

**PHONE BOOK FITNESS:** Create and write on index cards, questions that will engage students in identifying places and spaces to be active in the community; e.g., "Your friend wants to try a new martial art, who should they contact?", "Your family wants to try cross country skiing, where can you rent equipment?" Categorize the questions to reflect the interests of students; e.g., recreation, organized sports, outdoor activities, and place the cards in a corner of the activity area. Place 10 or more local phone books on the opposite end of the activity area and provide each student with a copy of a map of the community on which to record their answers. Students choose one card at time and move from the cards to the phone books as many times as possible in 5 minutes.

### ABCD's of Physical Education



### RELATED RESOURCES

- Be Fit For Life Network, [www.provincialfitnessunit.ca](http://www.provincialfitnessunit.ca)
- Physical Activity Guide for Youth, Public Health Agency of Canada, 2002, [www.paguide.com](http://www.paguide.com)



### Safety First!

2008 Safety Guidelines pages 11-17.



### Activity

Basic Skills	A7-7
Application of Basic Skills	

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

"Students will demonstrate activity specific skills in a variety of environments and using various equipment" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can identify activities related to each component of fitness
- Students can demonstrate health and skill-related fitness activities in a variety of environments; e.g., school, outside, home
- Students can identify strategies to determine an appropriate time and frequency for activities to develop personal fitness



## Whoop It Up

### FITNESS IN ALL KINDS OF SHAPES AND PLACES

Invite students to create groups of 3-4 and discuss what they know about the components of fitness. Review and describe the components of health-related fitness; e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility, and skill-related fitness; e.g., power, agility, balance, coordination, speed, reaction time. Place a description of each circuit station in the designated outdoor location. Challenge groups to complete 2 sets of each station activity for 45 seconds each with a 1-minute rest between each set. Use music or another sound to indicate when to stop, start and switch stations. The first group to visit each station will record below the description, the component(s) of fitness the activity helps to develop. Other groups may agree, add to, or suggest changes to the component(s) of fitness identified by the first group. Include variations for each of the station activities to accommodate and challenge the needs and abilities of all students. Station activities might include:

- Scissor jump (alternate jumping with one foot in front of the other) while rubbing stomach and patting head
- Stand on one foot and reach down to touch three rocks placed a varying distances. Try it with eyes closed or while looking up
- Jump with one or both feet in a pre-determined sequence on a grid of letters taped or drawn with sidewalk chalk; e.g., Dot Drill
- Move horizontally along a chain link fence without touching the ground
- Raise bent or straight legs to 90 degrees while hanging from a monkey bar

At the end of the circuit, invite each group to consider how to set up the same or a similar activity as their last station, indoors (school or home). Repeat the circuit with student-designed activities indoors at school. Revisit the F.I.T.T. principle and explain that time and frequency are dependant on effort and intensity. Related to cardiovascular fitness, the Physical Activity Guide for Youth suggests youth participate in 60 minutes of moderate activity and 30 minutes of vigorous daily. Ask students to consider what the recommendations are for safe development of muscular strength for youth.



### Safety First!

2008 Safety Guidelines page 53.



Activity

## Wrap It Up

### STEP CHECK

Provide an opportunity for students to consider and comment on the number of steps they took during the learning activities. Compare the number of steps taken in class to the recommended guideline of 16,500 steps a day for youth. Invite students to borrow and wear the pedometers for 2-3 days, recording their daily number of steps. Provide copies of the Physical Activity Guide for Youth. Reflection question of the day: How might your level of fitness affect your preferred future?

## 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

## 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.

### ABCD's of Physical Education



### RELATED RESOURCES

- 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)
- Fitness on the Ball: A Core Program for Brain and Body (Item Number HK-FOB-E), A. Spalding & L. Kelly, 2009, [www.excelway.ca](http://www.excelway.ca)



### Safety First!

2008 Safety Guidelines pages 63, 101.



Do it Daily...For Life!

### Do it Daily...For Life!

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



## 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.



### Safety First!

2008 Safety Guidelines pages 63, 101.



Do it Daily...For Life!

## 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?

## Lesson 4 of 6

# Fitness

### EQUIPMENT

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

## 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.

### ABCD's of Physical Education



### RELATED RESOURCES

- Pumping it Up! A Heart Health Resource for Grades 5 to 9, [www.everactive.org/k-12-physical-education](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](http://www.education.alberta.ca/teachers/program/pe/resources/hearthealth.aspx)



### Safety First!

2008 Safety Guidelines page 117.



### 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



## Whoop 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?



## Lesson 5 of 6

# Fitness

### EQUIPMENT

pictures of 15 male and 15 female celebrities » adhesive » copies of personal fitness goal setting sheets » mats (one per student) » Pilates and yoga cards with pictures or videos

## Warm It Up

### CELEBRITY Xs AND Os

Post the images of 30 (or more) of male and female celebrities around the perimeter of the activity area. Instruct students to move around the activity area when music is playing and to stop in front of a picture when the music stops (think 'musical pictures'). Each student must determine and indicate if the celebrity in the image is healthy and fit, by making an 'x' (to indicate unhealthy/unfit) or an 'o' (to indicate healthy/fit) with their body. Encourage students to move in a different locomotor pattern each time the music begins. Repeat several times and then ask students to describe the criteria used to determine if the celebrities are healthy and fit. Measures commonly used include weight, percent body fat, and Body Mass Index (BMI). Draw attention to several celebrities who may be lightweight and have little body fat, but who are not healthy. Conversely, draw attention to celebrities who are very muscular, therefore weigh more and would be categorized as overweight or obese on a BMI scale, but who are actually quite healthy.

### ABCD's of Physical Education



### RELATED RESOURCES

- YogaKids Tools for Schools: Yoga for Physical Education DVD (Item Number FT-YOGA-PE), YogaKids, [www.excelway.ca](http://www.excelway.ca)
- Fit Deck Pilates (Item Number FT-FitDeck-Pilates), P. Black, [www.excelway.ca](http://www.excelway.ca)



### Safety First!

2008 Safety Guidelines pages 19-20.



### Benefits of Health

Functional Fitness	
Body Image	B8-4
Well-Being	

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

"Students will acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can recognize how the media portrayal of healthy and fit and common measures of fitness are not always accurate



## Whoop It Up

### PRE-TEST PART 1 AND PILOGA

Remind students they will be designing a personal fitness plan to improve their abilities related to one or more components of fitness. To start to establish a current level of fitness, invite pairs of students to complete one activity related to the cardiovascular endurance component of health-related fitness. Provide a choice of two or more different measures; e.g., modified Leger/beep test or timed walk/run. Distribute and instruct students to record their performance and heart rate before and after the cardiovascular endurance activity on a personal fitness goal setting sheet. Collect the goal setting sheets at the conclusion of the activity, as these will be needed again in lesson 6.

Organize the activity area in a way that will allow all students complete the cardiovascular endurance activity of their choice simultaneously. As a large group, review the appropriate way to complete each activity and discuss the importance of accurate measurements.

Following the cardio activity, provide an opportunity for students to choose to participate in a sequence of yoga or Pilates movements. Divide the activity area in half with a curtain/divider, or make use of two separate activity spaces. Invite an experienced teacher, student, parent, or community member to lead a 15-minute yoga or Pilates session, or project a quality DVD/video which students will follow, or provide a description and pictures of a variety of yoga/Pilates movements and invite students to create and perform their own sequences. Encourage students to take their heart rate before and after participation.



### Safety First!

2008 Safety Guidelines pages 96-97, 143.



## Wrap It Up

### GROUP, PAIR, SHARE

Gather as a large group and provide 2-minutes for students who participated in a yoga sequence to discuss their movement experience with a partner (or two) who participated in a Pilates sequence, and to explore the ways in which participation in yoga and Pilates can improve personal fitness. Invite students to share the highlights of their discussion. Reflection of the day: What are the advantages and disadvantages of judging your own performance based on standardized information related to fitness?

### Lesson 6 of 6

# Fitness

#### EQUIPMENT

pylons » copies of personal fitness goal setting sheets » equipment for health-related fitness measurement activities

## Warm It Up

### BRING IT ON BUDDY!

Invite students, in groups of 4-5, to participate in a cardiovascular warm up activity that will elevate their heart rates for 5 continuous minutes. Each group must identify the boundaries of their playing area with pylons. Encourage students to create their own activity or to play a non-elimination tag-type game. At the conclusion of the warm up, provide each group with a list of equipment and a description of an activity to measure health-related fitness. Instruct each group to set up the activity in the designated location. When the activity is set up, invite each student to collect a personal fitness goal setting sheet, a pencil, and to find a partner.

#### ABCD's of Physical Education



#### RELATED RESOURCES

- Physical Education Online website, Alberta Education, [www.education.alberta.ca/physicaleducationonline](http://www.education.alberta.ca/physicaleducationonline)



### Safety First!

2008 Safety Guidelines pages 19-20.



#### Benefits of Health

Functional Fitness	B9-2
Body Image	
Well-Being	

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

"Students will demonstrate, monitor, and analyze ways to achieve a personal functional level of physical fitness" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can design an effective personal fitness plan based on a realistic yet challenging goal
- Students can monitor and evaluate progress, making adjustments as necessary
- Students can associate positive feelings with their effort and accomplishments



## Whoop It Up

### PRE-TEST PART 2

Remind students they will be designing a personal fitness plan to improve their abilities related to one or more components of fitness. To continue to establish a current level of fitness, invite pairs of students to complete one activity related to the flexibility and muscular endurance components of health-related fitness. Provide a choice of two or more different measures for each component of fitness; e.g., number of consecutive push-ups or timed front plank to measure muscular endurance, sit and reach or shoulder stretch to measure flexibility. As a large group, review the appropriate way to complete each activity and discuss the importance of accurate measurements.

Instruct pairs of students to move to the station of their choice, complete the flexibility or muscular endurance activity as described, and record their performance on a personal fitness goal setting sheet. When the pre-test is complete, invite students to participate in a 'walking meeting' with their partner or in a group of 4, during which they brainstorm, discuss, and provide/receive feedback about potential personal fitness goals. Emphasize the importance of articulating a goal that is realistic and personally challenging. Instruct students to design a personal fitness plan for the next month that considers and describes the "who, what, where, when, why, and how" of the goal, which will incorporate the F.I.T.T. principle. Include a planning template and assessment criteria on the personal fitness goal setting sheet to guide the design process.



### Safety First!

2008 Safety Guidelines page 53.



## Wrap It Up

### GOAL GETTERS

Provide an opportunity for students to sign up for a 10-minute phone or face-to-face interview with the teacher within a week (once their plan has been developed). The purpose of the interview is to ensure all elements have been considered in the design of the personal fitness plan. Determine the date of the next opportunity for assessing levels of fitness (post-test). Encourage students to evaluate and adjust their goals as needed to maintain interest and motivation in improving fitness. Provide guidance and support throughout the process as needed and appropriate. Reflection of the day: Who is responsible for your level of fitness?