

Theme : Fitness (4-6)

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Grade 1

Grade 2

Grade 3

Note: There are no outcomes for Grades 1-3 with this theme.

Theme: Fitness (4-6)**Grade 4****IN MOVEMENT**

1. Perform a variety of activities that contribute to fitness.
(GCO 1, KSCO 1,2, 5, 6, 7)

ABOUT MOVEMENT

2. Demonstrate an understanding of fitness and its contribution of health.
(GCO 2, KSCO 5; GCO 3, KSCO 4)

THROUGH MOVEMENT

3. Demonstrate respect for individual differences and needs. (GCO 4, KSCO 1, 2)
4. Explain the relationship between healthy living and fitness. (GCO 6, KSCO 1, 4)

Grade 5**IN MOVEMENT**

1. Perform a variety of activities that contribute to fitness.
(GCO 1, KSCO 1,2, 5, 6, 7)

ABOUT MOVEMENT

2. Demonstrate an understanding of fitness and its contribution of health.
(GCO 2, KSCO 5; GCO 3, KSCO 4)

THROUGH MOVEMENT

3. Demonstrate respect for individual differences and needs. (GCO 4, KSCO 1, 2)
4. Explain the relationship between healthy living and fitness. (GCO 6, KSCO 1, 4)

Grade 6**IN MOVEMENT**

1. Perform a variety of activities that contribute to fitness.
(GCO 1, KSCO 1,2, 5, 6, 7)

ABOUT MOVEMENT

2. Demonstrate an understanding of fitness and its contribution of health.
(GCO 2, KSCO 5; GCO 3, KSCO 4)

THROUGH MOVEMENT

3. Demonstrate respect for individual differences and needs. (GCO 4, KSCO 1, 2)
4. Explain the relationship between healthy living and fitness. (GCO 6, KSCO 1, 4)

Grade 4

Theme: Fitness (4-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Perform a variety of activities that contribute to fitness. (GCO 1, KSCO 1,2, 5, 6, 7)

ABOUT MOVEMENT

2. Demonstrate an understanding of fitness and its contribution of health. (GCO 2, KSCO 5) (GCO 3, KSCO 4)

THROUGH MOVEMENT

3. Demonstrate respect for individual differences and needs. (GCO 4, KSCO 1, 2)
4. Explain the relationship between healthy living and fitness. (GCO 6, KSCO 1, 4)

Sample Learning and Teaching Strategies

Students need to realize the contribution of fitness to a healthy lifestyle. An understanding of basic fitness concepts is instrumental in the development and maintenance of a healthy lifestyle and active living.

Fitness activities include: **aerobic workouts; stretching exercises; strength exercises** such as sit-ups, pull-ups, flexed arm hang, **shuttle run** and **jumping**. Students should also be able to: identify the components of physical fitness, convey what it means to be physically fit, recognize the individuality in fitness, and describe the effect of exercise on the body.

Activities:

Students participate in aerobic workouts from tapes, led by the teacher, an outside instructor or themselves. Students should create their own workouts and present them to the class.

Have students complete teacher-created circuits. In groups, create and complete their own circuits.

Identify a component of fitness, such as, flexibility and devise ways of improving it.

Participate in various local, provincial and national fitness programs.

Use stations and task cards with fitness activities.

Design posters about fitness and active living.

Theme: Fitness (4-6)**Student Assessment**

Teacher Observation. Assessment of a student's fitness level is an individual thing. The student should only be compared to his or herself. Look for improvements in certain areas and improvement in the student's overall fitness level. Predetermined standards should **only** be used as a guide for the teacher regarding where a student should be, at a certain age, and not as a means of evaluating a student.

Note student's encouragement of others and recognition of individual differences.

Student Performance. Individual records kept on students can chart improvements in activities such as sit-ups, pull-ups, and shuttle run speeds. Test over one week, have students perform various fitness activities over the next four weeks, then test again. Note individual improvements. Do not emphasize competition between students.

Self-Evaluation/Reflection: Students should set realistic measurable goals for themselves after being tested. Then, after a period of training, determine whether or not goals were achieved.

Have students complete daily log of activity (in school and out) for 1 or 2 weeks. Evaluate for levels of participation in fitness. Discuss ways to improve.

Discuss the benefits of fitness.

Resources and Notes

To make fitness activities fun, use music often when performing routines.

Any performance evaluation should reflect improvements over time with the emphasis on achieving personal best.

Present the components of fitness in a simplified way using overheads or posters with cartoon characters. Keep them displayed in the gym throughout the theme or the year.

Components of fitness:

- flexibility
- strength
- cardiorespiratory endurance
- muscular endurance
- body composition

(Source: Hinson, Curt (1995), *Fitness for Children*, pp. 2-18.)

Print Resources

Ready-to-Use P.E. Activities for Grades 3-4, pp. 34-58.

The Biggest Little Games Book Ever!

Fitness for Children.

Equipment: music, mats, ropes, bars or ring for pull-ups

Grade 5

Theme: Fitness (4-6)

Outcomes

It is expected that students will:

IN MOVEMENT

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THROUGH MOVEMENT

3. Demonstrate respect for individual differences and needs. (GCO 4, KSCO 1, 2)
4. Explain the relationship between healthy living and fitness. (GCO 6, KSCO 1, 4)

Sample Learning and Teaching Strategies

Through fitness activities students are able to see the connection between active living and improved quality of life.

Fitness activities include: **aerobic workouts; fitness runs; stretching exercises; strength exercises** such as sit-ups, pull-ups and the flexed arm hang; **shuttle run; and rope jumping**. Students should also be able to: identify the components of physical fitness, create and participate in a circuit, explain how physical activities improve fitness, explain how healthy living contributes to fitness and explain how a good fitness level contributes to higher quality of life.

Activities:

Participate in an aerobic workout led by teacher, guest instructor, or followed on videotape.

Ask students to create and perform individual fitness sequences that include cardiovascular endurance, muscular endurance, and flexibility.

Following teacher example of a circuit, have students create circuits for the rest of the class to complete.

Students design and display a poster showing the relationship between healthy eating, fitness and improved quality of life. Display poster. This may be done in conjunction with health or with the help of the classroom teacher.

Theme: Fitness (4-6)**Student Assessment**

Teacher Observation: Note student involvement in outdoor recreation and fitness pursuits.

Student Performance: Keep a record of each student's performance on specific fitness activities. Test up to 3 times to show any improvements in fitness levels over time. Chart the progress of the class as a whole. Display the chart. Do not use individual students performance records.

Assess student-created circuits for appropriate inclusion of fitness components and major muscle groups.

Self-Evaluation/Reflection: Discuss the benefits of fitness.

Discuss how athletes such as boxers and wrestlers use skipping as a way to improve fitness.

Resources and Notes

To make fitness activities fun, use music often when performing routines.

Any performance evaluation should reflect improvements over time with the emphasis on achieving personal best.

Present the components of fitness in a simplified way using overheads or posters with cartoon characters. Keep them displayed in the gym throughout the theme or the year.

Components of fitness:

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- muscular endurance
- body composition

(Source: Hinson, Curt (1995), *Fitness for Children*, pp. 2-18.)

Print Resources

Ready-to-Use P.E. Activities for Grades 5-6, pp. 34-76.

The Biggest Little Game Book Ever!

Fitness for Children.

Equipment: music, mats, ropes, bars or ring for pull-ups

Grade 6

Theme: Fitness (4-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Perform a variety of activities that contribute to fitness. (GCO 1, KSCO 1, 2, 5, 6, 7)

ABOUT MOVEMENT

2. Demonstrate an understanding of fitness and its contribution of health. (GCO 2, KSCO 5) (GCO 3, KSCO 4)

THROUGH MOVEMENT

3. Demonstrate respect for individual differences and needs. (GCO 4, KSCO 1, 2)
4. Explain the relationship between healthy living and fitness. (GCO 6, KSCO 1, 4)

Sample Learning and Teaching Strategies

Regular participation in physical activity promotes students' spiritual, emotional, social and intellectual development as well as physical development. Participating in a variety of fitness and recreational activities at a young age contributes to developing a life-long interest in fitness healthy living.

Fitness activities include: **aerobics workout; fitness runs; strength exercises** such as sit-ups, pull-ups, and flexed arm hang; **shuttle run; and rope jumping**. Students should be able to explain the components of physical fitness, identify changes that occur during participation in activity, identify activities to improve all components of physical fitness, identify ways to promote personal fitness and a healthy lifestyle, explain how physical fitness is personal and individualistic, explain the relationship between good nutrition and fitness, explain how personal fitness relates to a healthy lifestyle and create and participate in a fitness routine or circuit training.

Activities:

Engage in a variety of activities to improve fitness levels:

- aerobics routines on tape or led by teacher, guest instructor, qualified instructor, or students.
- circuit training (developed by teacher and students), and
- outdoor pursuits such as walking, running, skiing and snowshoeing.

Create and perform individual fitness sequences that include cardiovascular endurance, muscular endurance, and flexibility.

Theme: Fitness (4-6)**Student Assessment**

Teacher Observation: Note student involvement in outdoor recreation and fitness pursuits.

Student Performance: Assess student-created circuits for appropriate inclusion of fitness components and major muscle groups.

Keep a record of each student's performance on specific fitness activities. Test up to 3 times to show any improvements in fitness levels over time. Chart the progress of the class as a whole. Display the chart. Do not use individual students performance records.

Self-Evaluation/Reflection: In a journal, have students set fitness goals for themselves.

Discuss the benefits of fitness.

Resources and Notes

To make fitness activities fun, use music often when performing routines.

Any performance evaluation should reflect improvements over time with the emphasis on achieving personal best.

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