FIVE FOR LIFE PROGRAM

basic

A sensible program for today's kids.





Five for Life Program BASIC

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BASIC

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Unit Guidelines







Unit Guidelines

Unit Title:	luscle Fitness Essentials 4-5
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Grade Level: Basic/4-5

Section: Five Components of Fitness

Time Frame: 2 Lessons



Fun Games & Activities:

- Muscle Check-Up
- Curl-Up Check
- Muscular Strength and Muscular Endurance Tag



Key Vocabulary Words:

Muscles, Muscular Endurance, Muscular Strength, Repetitions

Essential Questions: (CCSS: RI.4 Gr 4-5, L.4, 6 Gr 4-5)

- Why are muscular strength and endurance important to my health?
- How can I get stronger?

Unit Goals:

• Students will gain knowledge and skills necessary to understand and maintain a healthy level of muscular strength and muscular endurance

Student Objectives:

- Students will define muscular strength and muscular endurance
- Students will develop a healthy level of muscular strength and muscular endurance by practicing resistance activities and measuring and developing muscular strength and muscular endurance
- Students will be able to differentiate between muscular strength and muscular endurance





Unit Guidelines - Cont'd

Lessons:

- · Explanation of muscular strength and muscular endurance
- Vocabulary words and definitions written on board. (Note: Handout is included with vocabulary words and definitions.)

Student Assessment:

· Muscular strength and endurance quiz (Included)

Activity-Based Lessons:

- Muscle Check-Up (Handout is included)
- · Curl-Up Check (Handout is included)
- Muscular Endurance and Muscular Strength Tag

Subject Integration (Math, Reading):

- Curl-Up Check (Graphing Activity)
- Muscle Check-Up (Reading)

Safety:

Use Five for Life Safety Code to reinforce safe play with students. (Note: See Section 5 for directions.)

Each person will review the following safety cues before beginning an activity:

- Check his/her personal space
- · Maintain control of his/her body at all times
- Respect equipment, others and self
- Always follow directions

Equipment Needed:

- Scale
- Step Boxes
- Weight Bar
- Medicine Balls

- Stretch Bands
- Pull-up Bar
- Stop Watch
- 2 Erasers





SHAPE Standards:

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

- Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: Exhibits responsible personal and social behavior that respects self and others.
- **Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/ or social interaction.

Common Core State Standards (CCSS) Alignment:

English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Anchor Standards for Reading:

- 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 10: Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standards for Speaking and Listening:

- 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language:

- 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

(Note: See Section 5 for CCSS explanation and key.)







Muscle Fitness Essentials

Every movement requires strength; to repeat a movement numerous times requires endurance. Muscular strength allows a person to lift, push, or pull with all his/her force. Muscular strength is needed for every movement. Many young children cannot shoot a basketball correctly due to a lack of strength; they simply cannot get the ball that high. With practice, their strength increases and soon they can reach the basket. At that point they begin to build muscular endurance. In order to go for a long hike, it is necessary to have muscular endurance. If you wanted to climb a tree while you were out hiking, you would need muscular strength. It is essential to build and maintain healthy levels of muscular strength and muscular endurance to enjoy a healthy life.

Key vocabulary words:

Muscles - Parts of the body that are responsible for movement Muscular Endurance - The ability of a muscle to repeat a movement many times or hold a position without stopping to rest

Muscular Strength - The ability of a muscle to push or pull with its total force

Exercise such as resistance training causes **muscles** to change in two ways. They get stronger, which means they can lift, push, or pull an object with greater force. Muscles also gain endurance, which means they can lift, push, or pull an object with the same force for many repetitions.

If a person is building a brick wall and he/she has a lot of **muscular endurance**, the job will go faster because he/she will be able to work longer without taking so many breaks. To build muscular endurance, a person should use a resistance that allows them to perform at least 12 repetitions.

Most people do not have or even need the **muscular strength** to pick up a piano, but if three or four people are trying to move a piano up the stairs, everyone will appreciate the person who has a lot of muscular strength. To build strength a person should use a resistance that restricts the person from doing more than eight repetitions.

Many adults do not realize that as they age, their muscles lose muscular strength and muscular endurance. It is important to work your muscles consistently and persistently to remain strong and healthy. Muscle fitness is essential for a productive healthy life.

CCSS: RI. 4, 10 Gr 4-5 L. 4, 6 Gr 4-5

MUSCLE FITNESS ESSENTIALS 4-5







Vocabulary

Key vocabulary words in this unit are:

- **Muscles** Parts of the body that are responsible for movement
- Muscular Endurance The ability of a muscle to repeat a movement many times or hold a position without stopping to rest
- **Muscular Strength** The ability of the muscle to push or pull with its total force

CCSS: L. 6 Gr 4-5









Muscle Check-Up

Explanation:

Muscular strength is built by doing near maximum resistance exercises. Therefore, an individual should not be able to complete more than eight repetitions of the exercise. As a person is able to go beyond the eight repetitions, he/she is beginning to develop muscular endurance.

Directions:

- 1. Provide a short explanation of the difference between muscular strength and muscular endurance.
- 2. Teach proper technique and safety for each station.
- 3. Divide class into groups of two and assign them to a station to begin.
- 4. Pass out recording sheets to each student in the class.
- 5. Students will perform the activity and record their results before moving to the next station.
- 6. After all stations are finished and students have completed the muscle check-up card, talk about the stations. Discuss whether they were muscular strength or muscular endurance.

Stations:

- Bicep Curl 1 Stretch Band Stand with both feet in ready position with stretch band under the middle of each foot. With elbows touching sides of waist, palms facing forward, curl arms until hands are shoulder height. Repeat the movement.
- 2. **Push-ups** Lie face down with hands under shoulders, legs straight and the toes supporting the feet. Push with the arms until fully extended, keeping the back and legs straight. Then lower the body until there is a 90-degree angle at the elbows, with the upper arms parallel to the floor. Repeat the exercise.
- 3. **Superman** Lie face down with arms and legs extended. Lift arms and legs as high as possible. Repeat the movement.
- 4. **Bicep Curl 2 Stretch Bands** Stand with both feet in ready position with stretch bands under the middle of each foot. With elbows touching sides of waist, palms facing forward, curl arms until hands are shoulder height. Repeat the movement.
- 5. **Crunches** Lie on back with knees bent and feet flat on the floor, about 12 inches from the hips. Arms are crossed with hands placed on opposite shoulders and elbows held close to chest. Keeping this position, lift the shoulders 2-3 inches and then return to starting position. Repeat the movement.
- 6. **Pull-ups** Hang from a horizontal bar with arms fully extended, palms facing forward and feet free from floor. Raise body until chin clears the bar and then lower body to starting position. Perform as many as possible. *(continued)*

FIVE FROGRAM

Grade: Basic/4-5

Objective: Students will explain the difference between Muscular Strength and Muscular Endurance.

Students will be able to identify which component of fitness - Muscular Strength or Muscular Endurance - is used during self-testing.

Equipment:

- Stretch Bands
- Scale
- 2 Tape Measures
- Step Box
- Medicine Ball
- Pull-Up Bar
- 2 Stop Watches
- Weight Bar
- Mats
- Muscle Check-Up Signs (Resource CD)
- Recording Sheets

CCSS:

RI.7
Gr 5
SL.1, 4, 6
Gr 4-5
L.1, 6
Gr 4-5

MUSCLE FITNESS ESSENTIALS 4-8





Muscle Check-Up - Cont'd

- 7. **Flexed-arm Hang -** Hang from the pull-up bar in a flexed-arm position, with chest close to the bar and legs hanging straight. Test is complete when chin touches or falls below the bar. Partner times the length of the flexed arm hang.
- 8. **Grip Strength Test with Weight Scale** Grasp weight scale with thumbs in front and fingers behind scale, arms extended parallel to the floor. Squeeze the scale, using as much force as possible, and check number of pounds that appear on the scale.
- 9. **Medicine Ball Chest Pass** Sit with back against the wall, legs straight, ball at chest. Push the ball forward, using as much force as possible. Partner measures the distance with a tape measure.
- Bicep Curl with Weight Bar Stand with feet in a staggered stance position, shoulder width apart, toes pointed forward. Hold weight bar at waist level with palms facing forward. Keep elbows pressed at sides of body. Curl arms and move weight bar to shoulder level and then return to starting position. Repeat as many times as possible.
- 11. **Curl-ups** Lie on mat with knees flexed and feet about 12 inches from the hips. Partner holds feet. With back flat on the floor, cross arms with hands placed on opposite shoulders. Raise the trunk, curling up to touch the elbows to the thighs, and then return to starting position. Repeat as many as possible in 30 seconds.
- 12. **Standing Long Jump** Stand at marked line, feet shoulder width apart. Jump forward as far as possible. Partner measures distance with tape measure.
- Skier with a Step Box Stand parallel to the step box.
 Jump once to the top of the box and jump down on the other side. Repeat movement as many times as possible in 30 seconds.

Assessment:

At the conclusion of the activity, have students answer the following questions with a partner about their results on the Muscle Check-Up Card.

- Which stations worked on muscular strength? Muscular endurance?
- What can you do to improve your muscular strength and muscular endurance?







Muscle Check-Up Card

Directions: Perform the activity and record your results.

Name ____

Teacher _____

Station	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Bicep Curl w/1 Stretch Band				
Push-ups				
Superman				
Bicep Curl w/2 Stretch Bands				
Crunches				
Pull-ups				
Flexed Arm Hang				
Hand Strength				
Medicine Pass				
Bicep Curl w/Weight Bar				
Curl-ups				
Standing Long Jump				
Skier w/Step Box				







Grade: Basic/4-5

Objective: Students will learn the difference between muscular strength and muscular endurance and how to train for each.

Equipment:

- Foam Balls
- Dumbbells
- Stretch Bands
- Cones

CCSS:

RI.7 Gr 4-5



Explanation:

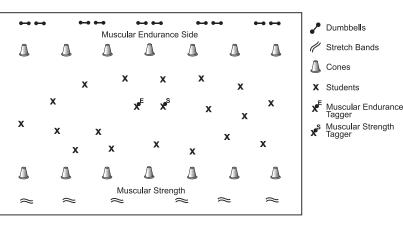
When training for Muscular Endurance, it is best to work with resistance that allows for performing more than eight repetitions. Strength gains are made, but as the number of repetitions is increased, less impact is made on strength and more impact is made on Muscle Endurance. Someone who is performing 20 repetitions of a bicep curl with a light load could not expect to see great changes in the area of strength. Someone struggling to do five repetitions with a heavy load would see bigger gains in strength than in Muscular Endurance.

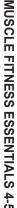
Directions:

- 1. Choose two students to be taggers. One is Muscular Endurance and the other is Muscular Strength.
- 2. Give each of the taggers a foam ball.
- 3. Allow the other students to scatter about the playing area.
- 4. On the signal, the taggers try to tag the rest of the students. If the Muscular Endurance tagger tags someone, he she would call out, "Endurance".
- 5. The student tagged by the endurance tagger would then go to the side of the gym that was designated as the endurance side. He/ she would then perform 20 dumbbell bicep curls, noting that he/she would be working on building Muscular Endurance.
- 6. A student tagged by the Muscular Strength tagger would move to the strength side of the gym, where he/she would try to perform bicep curls using enough stretch bands to make it impossible for him/her to complete more than eight repetitions.

Assessment:

Periodically ask students the difference between muscular strength and endurance and what exercises improve them.









Student Assessment

Name

- 1. Muscular Strength allows you to
 - a. Stretch your hamstrings, triceps and deltoids
 - b. Run, bike or swim for a long time
 - c. Have a balance of fat, muscles and bones
 - d. Lift, push or pull things with greater force
- 2. How much force do Muscular Strength exercises take?
 - a. No force
 - b. Little force
 - c. Some force
 - d. Total force
- 3. An example of Muscular Endurance is
 - a. Carrying a gallon of milk
 - b. Answering the phone
 - c. Opening a door for someone
 - d. Opening a jar of pickles
- 4. Most jobs require
 - a. Muscular Strength rather than great amounts of flexibility
 - b. Flexibility rather than great amounts of Muscular Strength
 - c. Muscular Endurance rather than great amounts of Strength
 - d. Strength rather than great amounts of Muscular Endurance
- 5. Muscles can
 - a. Push, pull and lift
 - b. Change into fat, grow and lift
 - c. Pull, lift and change into fat
 - d. Become bone, grow and stretch
- 6. Resistance exercises change muscles in which two ways.
 - a. They gain strength and endurance.
 - b. They get bigger and longer.
 - c. They bend and twist.
 - d. They inflate and deflate.







Student Assessment

Name _____

- 7. To improve Muscular Strength
 - a. Stretch your muscles every day
 - b. Work your muscles using their total force
 - c. Complete an exercise at least 20 times
 - d. Run five miles up and down hills
- 8. To improve Muscular Endurance, how many repetitions of an exercise should you be able to do?
 - a. 12
 - b. 4
 - c. 6
 - d. 2
- 9. Give an example of a time or situation when you would need more Muscular Strength.
- 10. Give an example of a time or situation when you would need more Muscular Endurance.







Student Assessment - Key

- 1. Muscular Strength allows you to
 - a. Stretch your hamstrings, triceps and deltoids
 - b. Run, bike or swim for a long time
 - c. Have a balance of fat, muscles and bones
 - d. Lift, push or pull things with greater force
- 2. How much force do Muscular Strength exercises take?
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 - d. Total force
- 3. An example of Muscular Endurance is
 - a. Carrying a gallon of milk
 - b. Answering the phone
 - c. Opening a door for someone
 - d. Opening a jar of pickles
- 4. Most jobs require
 - a. Muscular Strength rather than great amounts of Flexibility
 - b. Flexibility rather than great amounts of Muscular Strength
 - c. Muscular Endurance rather than great amounts of Strength
 - d. Strength rather than great amounts of Muscular Endurance
- 5. Muscles can
 - a. Push, pull and lift
 - b. Change into fat, grow and lift
 - c. Pull, lift and change into fat
 - d. Become bone, grow and stretch
- 6. Resistance exercises change muscles in which two ways.
 - a. They gain strength and endurance.
 - b. They get bigger and longer.
 - c. They bend and twist.
 - d. They inflate and deflate.







Student Assessment - Key

- 7. To improve Muscular Strength
 - a. Stretch your muscles every day
 - b. Work your muscles using their total force
 - c. Complete an exercise at least 20 times
 - d. Run five miles up and down hills
- 8. To improve Muscular Endurance, how many repetitions of an exercise should you be able to do?
 - a. 12
 - b. 4
 - c. 6
 - d. 2
- 9. Give an example of a time or situation when you would need more Muscular Strength. Lifting up your backpack, putting your chair on your desk, kicking a soccer goal
- 10. Give an example of a time or situation when you would need more Muscular Endurance. **Walking to school, playing in a soccer game, riding your bike**

