

F A B

★ PHYSICAL ACTIVITY PROGRAM



A COORDINATED APPROACH TO DEVELOPING
PHYSICALLY, SOCIALLY, & EMOTIONALLY FIT KIDS



FOCUSED **FITNESS**

FAB 5 Physical Activity Program

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Fab 5

To the Teacher

Welcome to the Physical Activity Program featuring the Fab 5! This curriculum was written in detail for classroom teachers to teach movement and fitness and health concepts to their students. There are five units consisting of daily lessons that will keep your students moving, improve their fitness while mastering the knowledge and skills needed to remain fit, healthy and active for life!

The curriculum is articulated within each unit and the lessons should be taught in order. Units 1-3 teach about the five components of fitness and units 4-5 focus on nutrition.

In Unit 1 the Fab 5 characters and the five components of fitness are introduced in a fun and exciting way to get students moving, while learning the basic concepts of fitness.

In Units 2 and 3 the Fab 5 characters take these five components of fitness and begin showing the students that those activities they already know and love help their bodies stay healthy.

In Units 4 and 5, nutrition and healthy eating becomes the focus. Students learn about the importance of eating healthy everyday and balancing their intake with exercise in order to remain healthy.

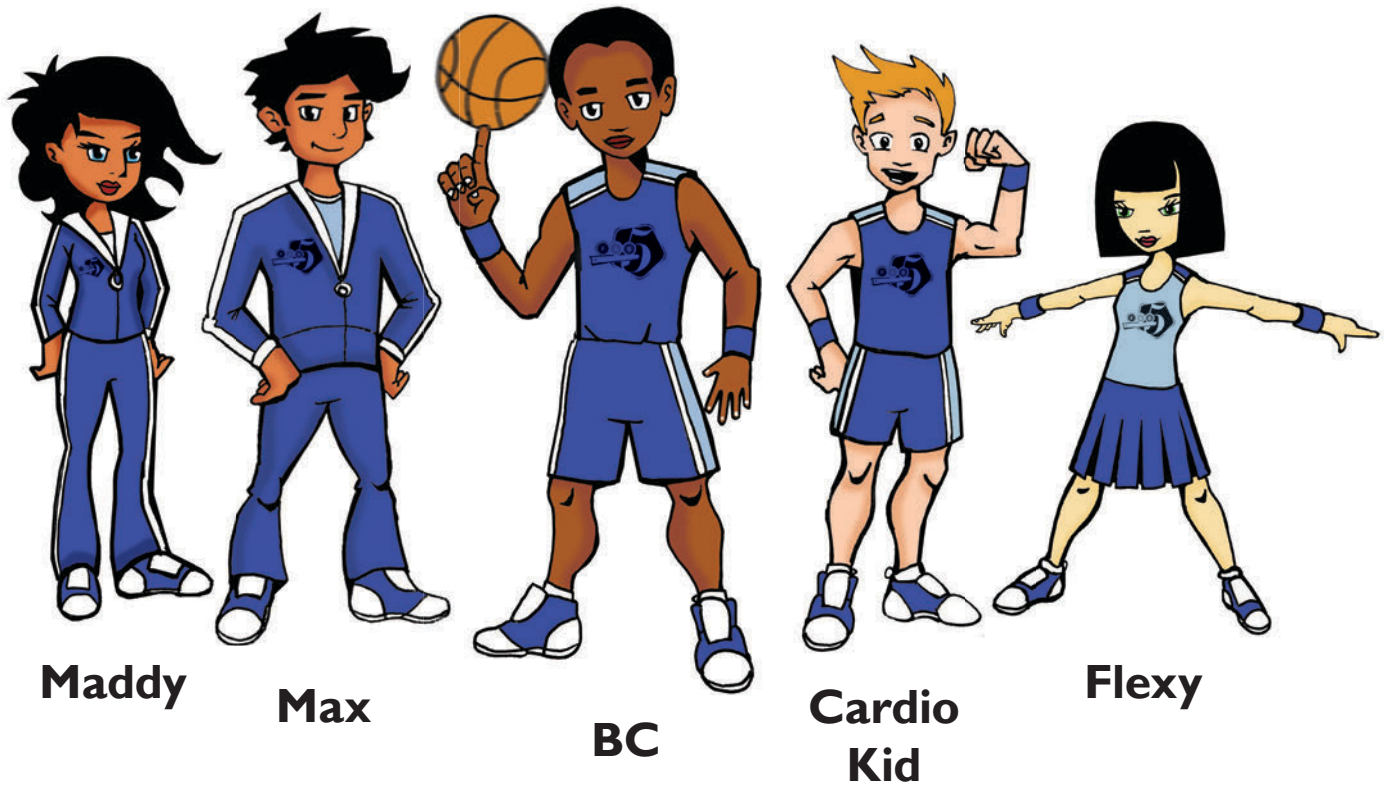
Each lesson plan provides the teacher with all the tools needed to ensure this curriculum is successful. There is an objective, student introduction/warm-up, lesson focus, wrap up/cool down, vocabulary, equipment list and assessment for every lesson.

Recognizing how important it is to teach both concepts of fitness and nutrition, it is recommend teaching unit 1 lessons 1-13 to build student's foundation in the fitness concepts. Once the students have an understanding of the five components of fitness units 2 and 4 can be taught concurrently. For example, if delivering the program 2 days a week, unit 2 could be taught one day and unit 4 could be taught the next time the students meet progressing through the two units in order of the lessons.

Students will love learning health concepts through activities! These activities not only teach health and nutrition but include fitness and motor skill development through modified games and activities. Students will leave the gym prepared with knowledge and skills from these activities; to make better nutrition and physical fitness choices.

Today's kids require the tools to protect their bodies from the preventable disease that are infecting our society. With the Physical Activity Program they will not only learn the motor skills needed for daily activity, but they will also understand why they need to be active and eat healthy every day.

Fab 5 Comes Alive



Unit One



Fab 5 Comes Alive

Unit One Guideline

Time Frame: 13 lessons (30 min each)

Fitness and Health Goal:

Maintaining a healthy level in each of the five components of fitness is necessary for life-long wellness.

Essential Questions:

- What is fitness?
- What does it mean to be fit?
- How can I be fit?

Key Vocabulary:

- **Fitness and Health:** Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, Body Composition, Flexibility

Lessons:

A detailed lesson plan for each day follows this Unit Guideline.

Method of Assessment:

- Think-Pair-Share
- Reflective Questioning

Subject Integration (Math, Reading, Writing, Science, Creative Arts):

- | | |
|---|--------------------------------------|
| • Activity Corners (Reading) | • Muscle Check-Up (Math) |
| • Relay for Fitness (Reading) | • Muscle Snatchers (Math) |
| • Cardio Fit Switch Challenge (Reading) | • Heart Health 2-5 Minute Run (Math) |

NASPE Standards:

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.
- **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- **Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Fab 5



Physical Activity
Program

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Fab 5 Comes Alive Day Six

Cardiorespiratory Endurance

Fitness and Health Goal: Maintaining a healthy level in each of the five components of fitness is necessary for life-long wellness.

Lesson Plan:

Introduction/Warm-Up:

- Activity Corners (10 min)

Lesson Focus:

- Volleyball Pass and Catch (15 min)

Wrap Up/Cool Down:

- Reflective Questions (5 min)



Key Vocabulary Words:

Cardiorespiratory Endurance

Method of Assessment: Reflective Questions

- Name some activities that improve your cardiorespiratory endurance.
- How does an activity like Activity Corners improve your cardiorespiratory endurance?

Equipment:

- | | |
|-----------------------------|-------------------------|
| • Volleyballs or Foam Balls | • Cones |
| • Volleyball Net — optional | • 4 Decks of Cards |
| • Hula Hoops | • Activity Corner Signs |



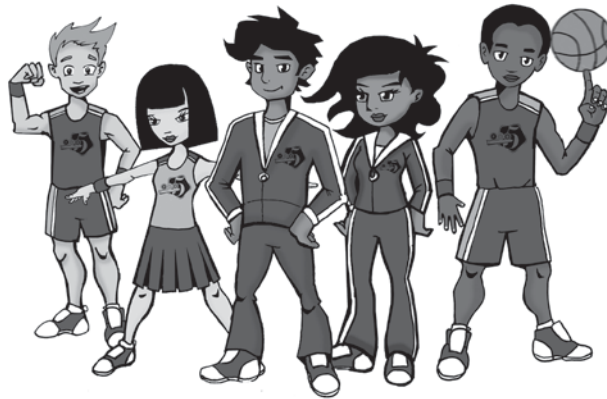
Content Introduction to Students:

Cardiorespiratory Endurance:

The heart, like the engine of a car, gives the body the power to move. Improving cardiorespiratory endurance gives the body a stronger engine (heart). Doing activities that make the heart beat faster strengthens the heart. In order to develop a healthy level of cardiorespiratory endurance it is important to engage in vigorous physical activity. The harder you work out, the faster your heart beats. Your heart is strengthened like any other muscle in your body, but you have to exercise to gain the benefits. Some of the benefits of having a strong healthy heart are: live longer, stay healthy and have more energy to do the things you want.

Instructions to Teacher (To do prior to lesson):

- Need 4 decks of playing cards.
- Post cardiorespiratory endurance definition.
- Post picture of Cardio Kid.



Warm-Up

Objective:
Students will improve their cardiorespiratory endurance while participating in various aerobic activities.

Equipment:

- 4 Decks of Cards
- Cones
- Activity Corner Signs

Activity Corners

Explanation:
The heart pumps blood with oxygen in it to the working muscles. Muscles use oxygen to produce energy. Doing activities that require the heart to pump faster for longer periods of time strengthens the heart. A stronger heart provides a person with more energy for work and play.


Directions:

1. Students will scatter around playing area.
2. On the signal to begin, students will jog around the perimeter of the playing area.
3. When whistle is blown or signal given, students will jog to the center circle and grab a playing card.
4. After a card is collected, students will go to the designated area represented on their card and do the exercise listed.
5. After completing the exercise, the card is put back in the center of the playing area and students resume jogging.
6. Play continues as outlined until teacher designates stop time.
7. Game should last approximately 10 minutes.

Assessment-Reflective Question:
How does this activity improve your cardiorespiratory endurance?

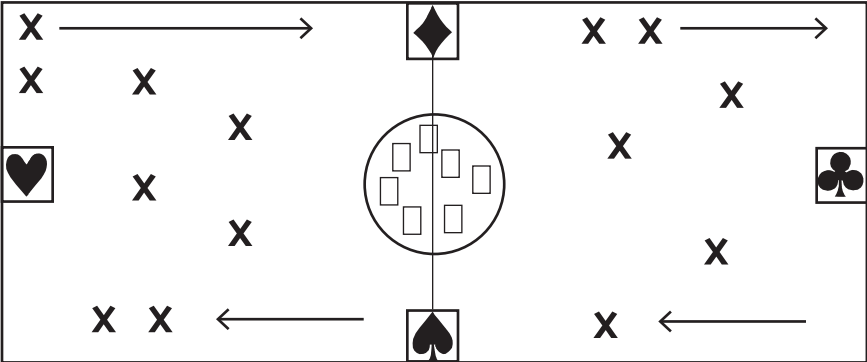
Variations:
Every 2 minutes change locomotor movements (hopping, skipping, galloping, side slide, grapevine).

Card exercises:
Diamond: that number of crab kicks, Heart: that number of mountain climbers, Club: that number of jumping jacks, Spade: that number of push-ups.




Activity

Diagram:



□ = Decks of Cards
X = Students
♥ = Heart Exercise Sign
♦ = Diamond Exercise Sign
♠ = Spade Exercise Sign
♣ = Club Exercise Sign

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Physical Activity Program

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Lesson Focus

Objective:

Students will participate in volleyball while working cooperatively with classmates.

Equipment:

- 1-2 Volleyball Nets
- 4 Cones
- 2 Volleyballs or Foam Balls

Volleyball Pass and Catch

Explanation:

Volleyball Pass and Catch is a game to practice tossing and catching a ball over a volleyball net. Like many other net sports, a person who plays volleyball must be able to react and move quickly side to side or forwards and backwards.



Activity

Directions:

1. Set up four cones on a volleyball court. There should be two cones on each side of the net with the other two cones opposite.
2. Divide students into four equal groups and send each group to one of the four cones and have the student's line up single file.
3. Give out two volleyballs to two different teams who are on the same side of the volleyball court.
4. Each line should have another line on the opposite side of the net ready to catch, the two lines make up one team working together.
5. The first person in the two lines with volleyballs will begin.
6. On the signal "Go", the first person in line will attempt to throw the volleyball underhand over the net to the first person in the line on the opposite side.
7. If the ball is caught on the other side by the first person a point is scored by these two lines. Students should call out the score each time a point is made.
8. Once the ball is caught the catcher and the thrower run under the net and the ball is handed off to the next person in line. Play continues until the whistle blows. If a ball is not caught, players should still exchange places and the ball should be retrieved.
9. When the whistle blows, teams will call out the score to see which group is the most successful at tossing and catching.

Variations:

- A line on the floor could be used if there is not a volleyball net available.
- Use foam balls instead of volleyballs for K-2.
- Instead of tossing the ball over the net, it can be struck by a hand or paddle.
- To include cardiorespiratory endurance, students will run one lap around the court before getting into a new line.
- Have more teams if space allows.



Fab 5

Volleyball Pass and Catch (continued)

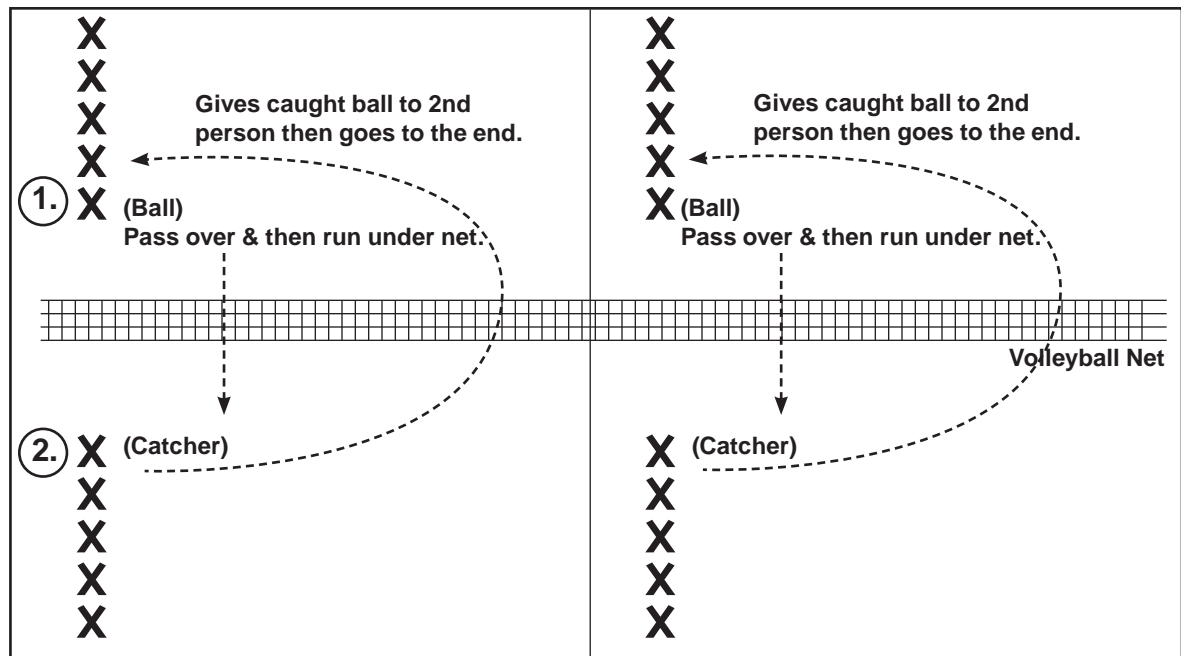
Assessment:

- Teacher/instructor observation of proper tossing and catching.
- Teacher observation of movement.
- At the end of each round ask students one reflective question:
 1. Is cardiorespiratory endurance improved in volleyball?
 2. What components are improved in volleyball?
 3. If you played volleyball, what other activities could you do to improve cardiorespiratory endurance?

Safety:

- Watch where the ball is.
- Body parts should not touch the net when running under.
- Be aware of personal space.

Diagram:



Once the ball is passed over and caught both the passer & catcher run under the net and go to the end of the new line.

Warm-Up

Objective:

Students will demonstrate appropriate pacing through running while developing cardiorespiratory endurance.

Equipment:

- Scoreboard or Clicker
- Cones
- Whiteboard or Chalkboard

Heart Health 2-5 Minute Run

Explanation:

The heart is a muscle. Like any muscle, it can become stronger through activity. Two to five minutes of running, jogging or walking fast will make the heart beat faster and strengthen it. A person should set a comfortable pace so the body does not use more oxygen than the heart and lungs can supply.



Activity

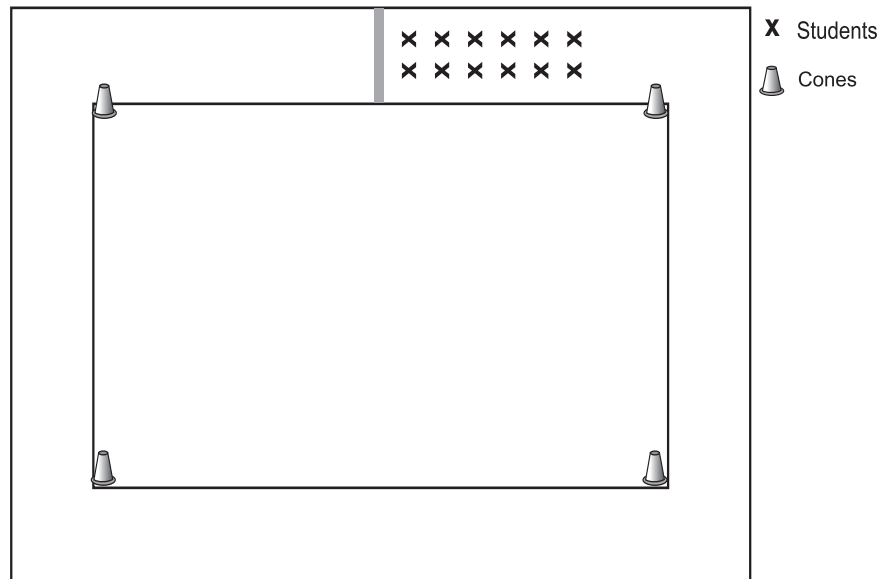
Directions:

1. Line students up. Their goal is to score as many points as they can. Explain each time they run a lap it scores a point for their class.
2. Set the time.
3. Count on scoreboard or clicker.
4. As a motivator, let the students know periodically how many points they have.
5. When finished, find the class average by dividing the total number of laps by the number of students. This motivates students to achieve higher averages next time.

Assessment:

Students will describe to a partner how they paced themselves during the run.

Diagram:



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Lesson Focus

Objective:

Students will explain that a proper relationship between muscle and fat is needed for a healthy life.

Equipment:

- 24 Poly Spots
- 24 Beanbags
- 4 Hula Hoops
- 4 Cones

Muscle Snatchers

Explanation:

Balancing muscle and fat in the body creates a healthy body composition. A balanced body composition would be represented by having 3-4 parts muscle for 1 part fat.

Directions:

1. Divide class into 4 teams.
2. Each team has a hula hoop representing a body and they are responsible for building muscle and decreasing fat in that body. Inside each hula hoop, have a varied amount of fat (poly spots) and muscle (bean bags) to show that each body is different.
3. On the teacher's signal, students take a fat (poly spot) out of their own hoop and take it to another team. After they drop off the fat inside the other team's hula hoop, they pick up a muscle (bean bag) and bring it back to their own hula hoop (body).
4. At the teacher's signal, the students count how much muscle and fat they have in their body and determine if they have a healthy body composition (or 3-4 muscles for every fat).
5. The teacher checks each body and comments on the balance of muscle and fat present in the body at that time.
6. This activity should last for 2-3 minutes and should be played several times to reinforce the point of the game.

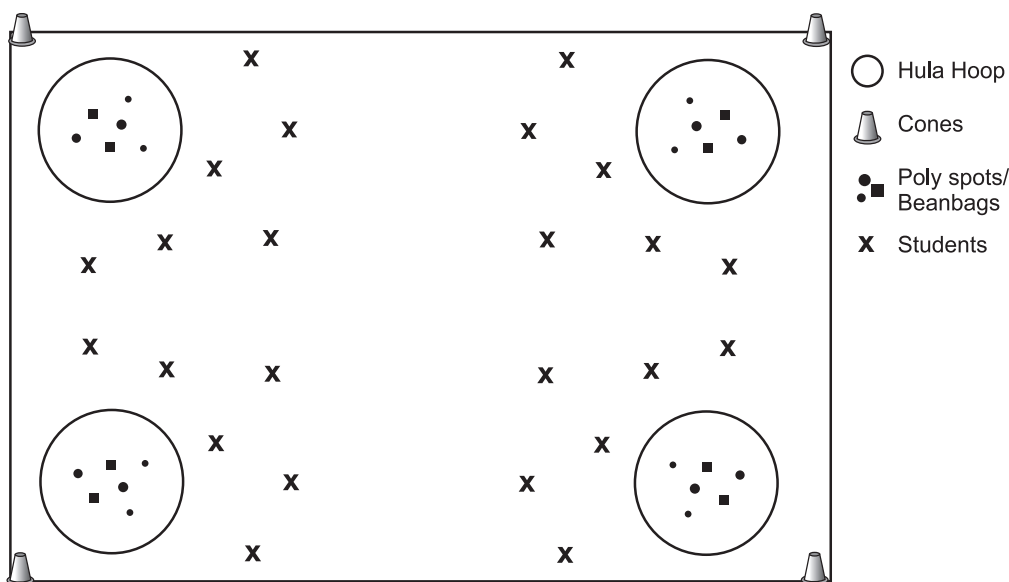


Activity

Assessment-Reflective Question:

What is the body made up of?

Diagram:



Wrap Up/Cool Down

Objective:

Students will be able to explain and show understanding of a concept while building cardiorespiratory endurance through speed walking.

Equipment:

- None

Walk and Pair Share

Explanation:

Walk and Pair Share is a cool down activity that promotes active learning. Students who are active learners are more engaged and retain information better.

Directions:

1. Have the students partner up.
2. Ask the class one reflective question.
3. Students will have 2 minutes to walk and pair share with a partner to reflect about the concept of the day.
4. After 2 minutes, have students form two lines. Each student should be standing across from his/her partner to form the two lines. When a pair reaches the teacher, the pair will be asked a reflective question (see below). If the pair demonstrates understanding then the pair is free to get a drink and start speed walking again.
5. If the pair cannot demonstrate understanding, the pair will be asked to return to the end of the line.

Assessment-Reflective Questions:

- What is the body made up of?
- Why is fat necessary?



Activity



Fab 5