First Grade - Fitness

The focus of **Fitness** is to introduce the students to the elementary physical education setting. This segment should be at the beginning of the school year. Within this unit, teachers should establish the learning environment (rules, expectations, etc.) Students need to know that they are expected to work cooperatively, productively, and safely with others during physical education class.

Within this portion of unit one, the students should participate in fitness and condition-related activities, including fitness pre-testing. Students will be able to identify the components of health-related fitness (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility). The Science focus will be on Anatomy. Students will learn about the skeleton and the muscular system.

Weeks

Dates

Time

1-5

August 17- September 7

**Fitness**

**3.a. Discusses the benefits of exercising/playing and being active.**

Students will draw a picture and write a sentence about a physical activity that they like, then discuss why it is a good activity with a friend.

**3.b. Actively engages in physical education class.**

Unacceptable

6 points

Needs Improvement

7 points

Passing

8 points

Target

9 points

Exemplary

10 points

Refuses to participate or is not participating safely

Shows little effort, and only participates in the activities that are less challenging.

Shows good effort and participates in most of the activities regardless of difficulty.

Shows good effort and participates in all activities regardless of difficulty

Shows excellent effort and challenges their classmates to work harder and not give up.

**3.c. Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.**

Students will circle pictures of activities that make the heart stronger, and put an “X” on the activities that do not help your heart grow stronger.

**3.d. Practices the proper protocol for each Georgia Fitness Assessment component.**

Unacceptable

6 points

Needs Improvement

7 points

Passing

8 points

Target

9 points

Exemplary

10 points

Refuses to participate or is not participating safely

Student has major form breaks, but complete all components.

Student has minor form breaks, but recognizes where they need to improve.

Student only has minor form breaks in one or two components.

Student completes all components correctly, and helps others complete the activities correctly.

WIDA Standard

I can recall and describe different ways to perform various exercises, using different muscle groups, in a group setting.

Week

Essential Questions

1

**1.3.a**

Why are we here?

Students will learn rules and procedures. We will go over their folder and working with a partner to fill out the folder. I will introduce how to warm-up and cool-down, and the importance of both. Students will perform different locomotor movements using various pathways.

Anatomy focus: Muscular and Skeletal systems

2

**1.3.d**

What are the components of fitness, and why is each important for me?

We will participate in all components to the Georgia Fitness Assessment Program. Students may choose an activity when all components are complete.

Anatomy focus: Cardiovascular system

3

**1.3.c**

What does your heart do?

Students will find their pulse, and we will discuss the importance of the heart. Students will check and compare heart rate after running a mile, and again after during yoga.

Anatomy focus: Respiratory system

4

How can you move around while keeping your own personal space?

Students will play a game using hula-hoops called “personal space ship”. Students will travel inside the hoop, using different levels, pathways, and locomotor skills while keeping their own personal space.

Anatomy focus: Nervous system

5

**1.3.b**

What are your body systems, and how does exercise affect them?

Students will learn about a different body system, and do an activity that applies to the body system. Ex. Cardiovascular – perform a mile run; Muscular – push-ups and sit-ups; Respiratory – cardio routine, or step aerobics; Skeletal – leaping station; and Nervous – check your reflexes with a react ball and a partner.

Vocabulary

Heart

Muscles

Bones

Pulse

FitnessGram

Vigorous

Fitness

Warm-up

Balance

Evidence of Learning

**What students should know**

**What students should be able to do**

· Being active is healthy.

· Moving, playing, working, and exercising are ways you can make your heart stronger.

· Being physically fit means your heart, bones, and muscles are strong and healthy.

· The physiological indicators that accompany moderate to physical activities (being thirsty, being “hot” after exercise, heavy breathing).

· The components of health related fitness (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility).

· Examples of activities that can make your heart stronger.

· Sustain short periods of moderate to vigorous physical activity related to muscular strength and endurance, heart/lung endurance and flexibility.

· Play a game of “tag” and recognizes that the heart beats faster after running or moving vigorously.

· Participate in FITNESSGRAM activities

· Demonstrate the ability to work alone or cooperatively with others on fitness activities.

Identify activities relating to the components of health related fitness (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility).

Lessons

**Week 1 – Non-locomotor movements**

**Opening**: Introduce Yoga and the basic concepts of the exercise.

**Teaching**: Discuss the differences between flexibility, muscular endurance, and cardio-respiratory endurance. Explain how each makes you healthy in different ways, and that we will be participating in all three of these types of exercise today. Use participation rubric during exercise time.

**Work Period**: Students will perform all activities for warm-up (jog, push-ups, sit-ups), then follow along with the All in one Yoga app which is being displayed on the big screen, or use SWORKIT application to project a muscular endurance routine.

**Closing**: Discuss how your body feels different after exercise.

**Week 2 – Locomotor movements**

**Opening**: Running for straws. Explain what distance each straw represents and how we will add up all of the straws to see how far that we have traveled. Encourage each other to run so that we can get a higher score. Track totals for each class period.

**Teaching**: Give each student a straw for each lap. Encourage them to jog and to encourage one another. Instruct students to place earned straws in a container, get water, and start playing Rock, Paper, Scissors or partner tag. Use locomotor rubric during application participation.

**Work Period**: Students perform fitness warm-up. Join a game of Rock, Paper, Scissors or partner tag after putting up their folder and drinking water. Different locomotor movements are used during the game.

**Closing**: Announce running total and explore tactics and set goals for higher total.

**Week 3 – Tag games**

**Opening**: Introduce tag games, the benefits and the dangers.

**Teaching**: Remind students of safety procedures, and to always watch where they are traveling. Introduce the concepts of chasing, fleeing and dodging.

**Work Period**: Students perform fitness warm-up, then they play various tag games like partner tag, zombie tag, or fire and ice tag.

**Closing**: Explain that getting stronger and staying fit requires you to keep moving, and that there are many ways to move that are fun.

Additional Activities

**Mr. Stockdale’s workout video**

Name of Activity: **Builders and Bulldozers**

Divide students into four teams and have the teams sit in a designated area along the boundary lines of the gym. In the middle of the gym scatter a bunch of cones (different sizes if you have them) and have half of them standing upright and half knocked over. Two of the four teams will be BUILDERS and their job is to stand up as many cones as possible and the other two teams will be BULLDOZERS and their job is to knock down as many cones as possible. For safety purposes, depending on the number of students, only one Builder team and one Bulldozer team should go at a time. Give them a one or two-minute time limit.

Name of Activity: **Parachutes**

Get the Shakes Out – before beginning your parachute lesson, allow students to have a few minutes to shake it and move it as fast as they can. This gives them a chance to feel it and move it and also lets them get a little energy out. A great warm-up to any parachute lesson.

Making Mountains – students work together to lift the parachute as high as possible and when you give the signal “TRAP” they bring it down quickly to the floor, placing their knees on the edge to trap the air inside the parachute. Have them hold their hands up in the air because touching it will only cause the air to escape faster. If you have more than one group, have a contest to see which group can make the best mountain.

Disappearing Mountain – now that the mountain is made, let’s make it disappear. Tell students that they will listen for the signal “SQUISH.” Once they hear this word, they all fall forward onto the parachute and use their bodies, arms, and hands to push the air out of the parachute. Remind them to keep their feet off.

Disappearing Class – a parachute favorite! Students will work together to lift the parachute high in the air. Once lifted, give them a signal (DISAPPEAR, for example) and they take a small step toward the middle (not letting go of the parachute) and then pull the parachute down behind them. Once under it, they sit on the edge of the parachute with their knees pulled up to their chest. If you have more than one group, and if they are divided by class, have the teachers come in and try to decide which parachute their class is under. Remind the students to stay quiet and still so they won’t give themselves away.

Name of Activity: **Spaghetti and Meatballs**

Equipment: hula hoops-plates, noodle-spaghetti, balls-meatballs,

Divide the class and put the spaghetti on one side and the meatballs on the other, place the hula hoops on the floor in the gym, and scatter the balls over the floor. The meatballs are placing the balls in the plates and the spaghetti is trying to get the meatballs off the plate. Students should be moving through general space without bumping into classmates or equipment.