

F A B

★ AFTER SCHOOL PROGRAM



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



FOCUSED FITNESS

FAB 5 After School Program

Authors: Karen Cowan, Amy Lutz and Janine McNally

Reviewer: Robert Lutz, MD, MPH

Second Edition
Revised March 2012

Copyright © 2008, 2010 by Focused Fitness, LLC
All Rights Reserved

Focused Fitness, LLC
First edition published 2008, Second edition published 2010

No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system without the written permission of the author, except where permitted by law.

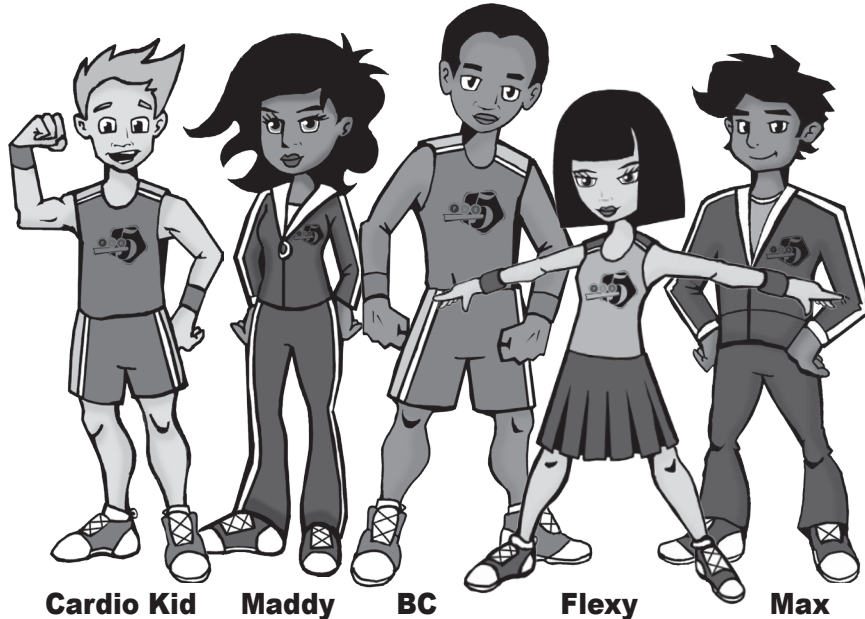
Printed in the United States of America

2426 S. Dishman Mica Road – Spokane Valley, WA 99206 – Ph: (509) 327-3181 – F: (509) 927-8551

www.focusedfitness.org



Action Packed Activities with the Fab 5



Cardio Kid

Maddy

BC

Flexy

Max

THEME THREE

Table of Contents

Preface.....	i
To the Teacher	ii
Vocabulary List.....	iii
Fab 5 Rap	iv

THEME NUMBER	DAY NUMBER	ACADEMIC CONTENT	MOTOR SKILL DEVELOPMENT	PAGE
Theme One	Fab 5 Comes Alive			
	Theme One Unit Guideline			
	Day One	Five Components of Fitness		1
	Day Two	Cardiorespiratory Endurance	Pin Down	10
	Day Three	Cardiorespiratory Endurance	Volleyball	19
	Day Four	Cardiorespiratory Endurance	Football	25
	Day Five	Muscular Strength & Muscular Endurance	Soccer	33
	Day Six	Muscular Strength & Muscular Endurance	Football	40
	Day Seven	Muscular Strength & Muscular Endurance	Football	48
	Day Eight	Flexibility	Volleyball	59
	Day Nine	Flexibility	Soccer	68
	Day Ten	Body Composition	Soccer	79
	Day Eleven	Body Composition	Basketball	88
	Day Twelve	Five Components of Fitness	Football	97
Theme Two	Managing MyPlate with BC			
	Theme Two Unit Guideline			
	Day One	MyPlate Food Guide	Basketball	1
	Day Two	Activity Diamond	Kickball	11
	Day Three	MyPlate/Intensity	Football	20
	Day Four	Nutrition	Basketball	30
	Day Five	Key Nutrients	Pin Down	40
	Day Six	MyPlate Food Guide	Football	47
	Day Seven	Key Nutrients	Football	53
	Day Eight	MyPlate Food Guide	Football	61
	Day Nine	MyPlate Food Guide	Soccer	70
	Day Ten	MyPlate Food Guide	Basic Locomotor Skills	76

Theme Three	Action Packed Activities with the Fab 5			
	Theme Three Unit Guideline			
	Day One	Five Components of Fitness	Soccer	1
	Day Two	Risk Factors	Basic Locomotor Skills	8
	Day Three	Five Components of Fitness	Kickball	18
	Day Four	Everyday Activities	Football	26
	Day Five	Cardiorespiratory Endurance	Basketball	36
	Day Six	Five Components of Fitness	Soccer	43
	Day Seven	Five Components of Fitness	Basic Locomotor Skills	51
	Day Eight	Five Components of Fitness	Basketball	59
Theme Four	BC Takes Us to the Zone: Nutrition and Activity			
	Theme Four Unit Guideline			
	Day One	Food Groups	Kickball	1
	Day Two	MyPlate Food Guide	Soccer	10
	Day Three	Food Labels	Locomotor Skills	20
	Day Four	Energy In/Energy Out	Pin Down	26
	Day Five	Food Groups	Basketball	35
	Day Six	Food for Energy	Football	44
	Day Seven	Energy In/Energy Out	Soccer	53
	Day Eight	Balance the Food Groups	Locomotor Skills	61
	Day Nine	Energy In/Energy Out	Football	71
	Day Ten	Nutrition	Soccer	79
Theme Five	Improving Your Fitness and Health with the Fab 5			
	Theme Five Unit Guideline			
	Day One	Five Components of Fitness	Fitness Stations	1
	Day Two	Flexibility	Soccer	9
	Day Three	Five Components of Fitness	Basketball	18
	Day Four	Cardiorespiratory Endurance	Soccer	27
	Day Five	Cardioresp. Endurance/Flexibility	Football	35
	Day Six	Body Composition	Balance the Fat	45
	Day Seven	Five Components of Fitness	Football	54
	Day Eight	Five Components of Fitness	Soccer	60

Preface

With childhood obesity at epidemic proportions, the future health of our nation is in jeopardy. To combat the alarming statistics of preventable diseases such as obesity, type 2 diabetes, cancer and heart disease, we must teach our children to independently manage their fitness and health for a lifetime.

Research has demonstrated that students with improved fitness perform better in school. Physical activity improves a child's ability to manage the demands of being academically successful.

Bringing it all together in a coordinated plan is the only way to make sure that children develop the skills and knowledge necessary to independently practice a lifetime of fitness and health. Schools have delivered isolated interventions in programs for years. The result has not been successful and many children do not exhibit the foundational skills they need to be healthy for a lifetime.

The Fab 5 After School Program is a solution for school systems across America. Using planned and coordinated lessons, students learn healthy habits, fitness skills, interpersonal skills and daily wellness practices while engaged in enjoyable activities. It is movement with a purpose! Another key feature of the Fab 5 After School Program is the integration of other curriculum areas during each lesson such as: reading, writing, math and the creative arts.

Besides providing a comprehensive, written curriculum that coordinates fitness and health, the Fab 5 After School Program offers a unique user-friendly format. All people who are involved in child-based programs including Activity Leaders, Day Care Providers, After School Program Leaders and Organized Youth Program Leaders, will find that they can deliver the Fab 5 After School Program with ease.

The Fab 5 After School Program was written by classroom, physical, and health education specialists who intentionally created a fun, motivating, and memorable curriculum for delivering this essential content. Join us in teaching the Fab 5 After School Program, a dynamic, kid-tested, teacher-approved program.



To the Teacher

Content

Welcome to the After School Program featuring the Fab 5! This curriculum enables activity leaders to teach movement, fitness and health concepts creatively and effectively. Five themes consisting of daily lessons will keep kids moving and improving their fitness while mastering the knowledge and skills they need to remain healthy and active for a lifetime.

Organization

The Fab 5 After School Program is articulated within each Theme so the lessons should be taught in order. Themes 1, 3 and 5 teach the Five Components of Fitness and Themes 2 and 4 teach Nutrition.

The Table of Contents is organized by the five Themes of the book. Each Theme is comprised of daily lessons. Each lesson includes fitness and health academic content and motor skill development.

The subject matter listed in the Table of Contents is reflected in the specific learning Objectives of each lesson's Activities.

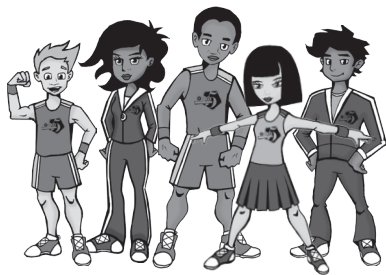
Lesson Plans

Each daily Lesson Plan provides the activity leader with all the tools needed to ensure the lesson is successful including an Objective, Student Introduction, Warm-Up, Lesson Focus, Cool Down, Vocabulary List, Equipment List and Assessment.

Nutrition and Activity

Today's kids require the tools to protect their bodies from preventable diseases that infect our society. With the Fab 5 After School Program, students will understand that eating nutritious foods from all the food groups every day and engaging in daily moderate to vigorous activity for a minimum of 60 minutes helps to create a balance of energy in and energy out, which is necessary to maintain good health for a lifetime.

Students will love learning fitness and nutrition concepts through fun, motivating activities. These activities will provide the opportunity to get fit while developing motor skills through modified sport games. Students will leave the gym prepared with knowledge and skills to make informed and beneficial activity and nutrition choices for a lifetime.



Action Packed Activities with the Fab 5

Theme Three Guideline

Time Frame: 8 lessons (1 hour each)

Fitness and Health Goal: Participating in activities that improve or maintain the Five Components of Fitness is a part of a wellness lifestyle.

Motor Skill Goal: Developing essential motor skill patterns will prepare for participation in a variety of activities.

Essential Questions:

- How do everyday activities improve my fitness?
- What can I do each day to improve or maintain fitness?

Key Vocabulary:

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

Lessons:

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

Method of Assessment:

- Think-Pair-Share
- Reflective Questioning

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

- Roll Your Way to Fitness with the Fab 5 (Reading, Math)
- Fitness Corners (Reading)
- Fab 5 Relay (Reading)
- Line Station Rotation (Reading)
- Cardio Cards (Math, Reading)
- Components of Fitness Worksheet (Reading)
- Make a List (Reading, Writing)
- Fitness Stations (Reading)
- Components of Fitness Activities (Reading)

NASPE Standards:

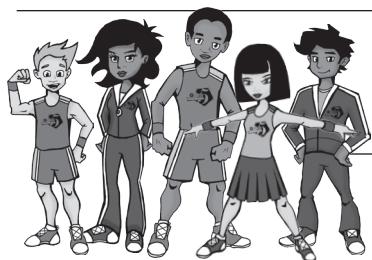
- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **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



After School Program

© 2008 Focused Fitness All rights reserved.



Action Packed Activities with the Fab 5

Day One

Components of Fitness

Fitness and Health Goal: Participating in activities that improve or maintain the Five Components of Fitness is part of a wellness lifestyle.

Motor Skill Goal: Developing essential motor skill patterns will prepare for participation in a variety of activities.

Lesson Plan:

Introduction/Warm-Up:

- Review Five Components of Fitness
- Fitness Corners

Lesson Focus:

- Star Wars Soccer

Wrap Up/Cool Down:

- Roll Your Way to Fitness
- Walk & Pair Share



Key Vocabulary Words:

Cardiorespiratory Endurance, Flexibility, Body Composition, Muscular Strength, Muscular Endurance

Method of Assessment: Reflective Questions

- When we do push-ups, what component(s) of fitness are we improving?
- When we do jumping jacks, what component(s) of fitness are we improving?
- When we do mountain climbers, what component(s) of fitness are we improving?
- What are two things we can do to create a balance for our bodies to stay in the zone?

Equipment:

- | | |
|-----------------------------------|--------------------------|
| • Roll Your Way to Fitness Sheets | • Dice |
| • Small Cones | • Hula Hoops |
| • Cones | • Dumbbells |
| • Soccer Balls | • Various Activity Signs |
| • Jump Ropes | |

Theme Three: Action Packed Activities with the Fab 5 • Day One

Content Introduction to Students:



Five Components of Fitness: We have learned what the Five Components of Fitness are and what activities we can participate in to improve our levels of fitness. Did you know that when you regularly engage in activities that improve or maintain the Five Components of Fitness you are well on your way to a healthy lifestyle? The Five Components of Fitness are an important part of our everyday lives. If we do not have a healthy level in each of the components daily tasks are more difficult.

When we have a healthy level of cardiorespiratory endurance we have more energy for work and play. Simple tasks like climbing a flight of stairs or walking the dog can be done with ease and enjoyment as we make daily exercise a part of a wellness lifestyle.

Muscular endurance allows a person to run up a flight of stairs or finish a tough job in a shorter period of time. Keeping a healthy level of muscular endurance allows a person to accomplish more in everyday life.

As muscular strength is built, every activity becomes easier, whether it is pouring milk or climbing a tree.

Flexibility is important because it improves our ability to stretch, bend and move. Daily tasks such as getting dressed and tying our shoes would be difficult if we did not have a healthy level of flexibility. Daily stretching after exercise will improve or maintain your flexibility.

When we improve our body composition by daily exercise and eating nutritious foods, our bodies are in balance. When we have a healthy body composition health conditions like diabetes, heart disease and stroke can be prevented.

Instructions to Activity Leader: (To do prior to lesson)

- Need 2 pairs of dice for each pair of students.
- Print from Resource CD: Roll Your Way to Fitness sheet for each pair of students.
- Post Activity Signs (Activity Leader's choice) for Fitness Corners.

Warm-Up

Objective: Students will improve in all areas of the components of fitness.

Equipment:

- Activity Signs (activity leader choice)
- 4 Cones

Fitness Corners

Explanation:

Did you know that when we warm up we are also helping to improve in all areas of the components of fitness?

Directions:

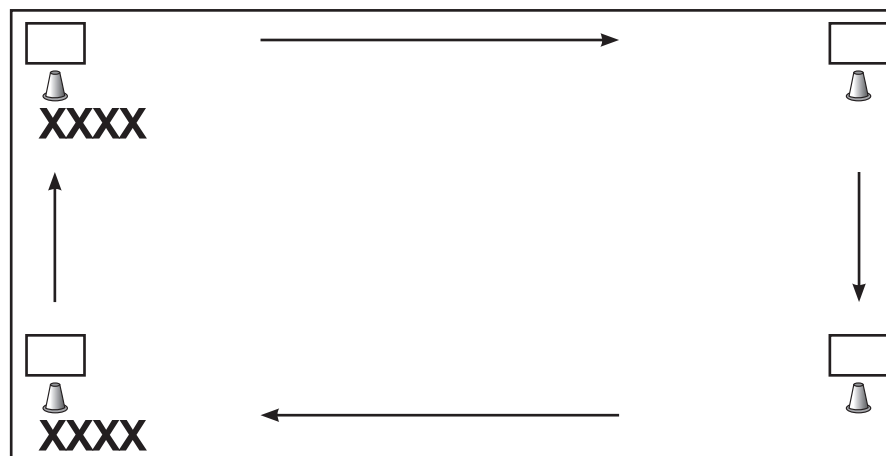
1. Divide students into four groups.
2. Assign each group to a cone.
3. Each cone will have a laminated activity card attached to it.
4. On the signal "Go," students will look at the activity card and then perform the exercise. Students need to do the required amount of reps that the activity leader says.
5. The cones are placed on the inside of the boundary lines. Instruct students to perform the exercises on the inside of the boundary lines as well.
6. Instruct students to exercise at their own pace. After they finish their required reps, they are to run clockwise on the outside of the boundary line to the next cone.
7. Instruct students to keep exercising until the signal, "freeze."
8. Warm-Up will continue until at least two rounds have been completed.

*** Fitness Corners warm-up can be taught using any exercise. It is a good idea to alternate cardio with muscular strength or muscular endurance exercises. For example: push-ups, mountain climbers, crunches and jumping jacks.

Assessment - Reflective Questions: When we do push-ups, what component of fitness are we improving? Jumping jacks?



Diagram:



X = Students

□ = Laminated Activity Card

📌 = Cone

Lesson Focus

Objective:

Students will shoot a soccer ball at a target while practicing the motor skills of dribbling, passing and shooting.

Students will explain how cardiorespiratory endurance is needed to keep moving in fast paced games.

Equipment:

- 10 Small Cones
- 1 Soccer Ball for Each Student

Star Wars Soccer

Explanation: Star Wars Soccer is a game a person plays to practice shooting a soccer ball at a target or goal. In soccer, like a lot of other sports, a player needs to be confident at hitting a target with a ball or getting an object like a ball through a target or goal. For example, in soccer a ball must roll through a goal; whereas in basketball, a ball must go through a hoop.



Directions:

1. Each student starts with one soccer ball under his/her foot on the outside of a designated circle of cones. The students will be called "The X Wing Fighters."
2. The activity leader is in the middle of a circle of small cones and is "Darth Vader."
3. On the signal "Go," the students start to shoot his/her soccer ball towards the small cones, while "Darth Vader" protects the cones and kicks soccer balls away from the cones.
4. Once the game starts, students can kick any soccer ball at the cones.
5. When a cone is knocked down it stays down. When all cones are down, "Darth Vader" must "melt into the ground" and the students (X Wing Fighters) win the game.

Variations:

- Different students can act as "Darth Vader."
- There can be more than one "Darth Vader."
- Use a variety of balls.

Assessment:

After each round have students stop and ask them three questions:

- Where are your eyes looking when you are shooting a soccer ball? (At the target.)
- Where is your foot pointing when you are shooting a soccer ball? (At the target.)
- Why is cardiorespiratory endurance important for the X Wing Fighters? (A person's heart and lungs need to work together for a long time to keep the body moving to the ball and to have the strength to keep shooting the ball at the cones around Darth Vader.)

Safety:

- Soccer balls should stay on the ground.
- Soccer balls should be aimed at cones not Darth Vader.
- All students should be watching for soccer balls.

(continued)

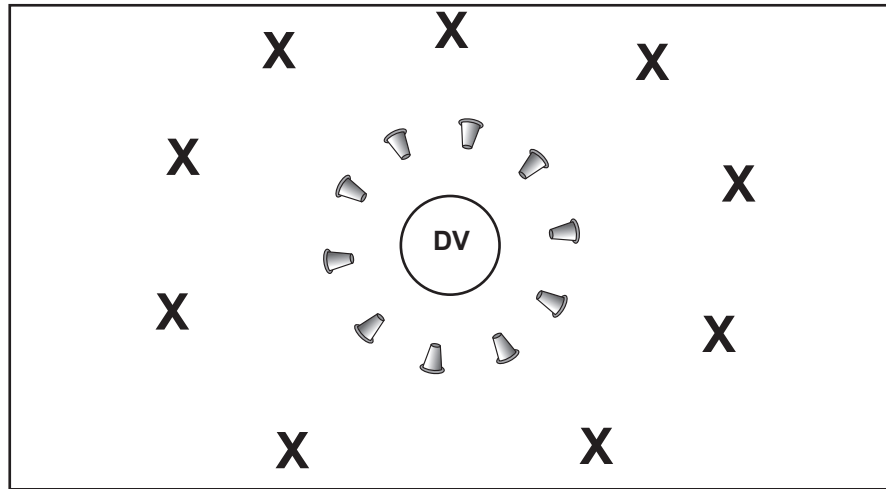
Fab 5



After School Program


Star Wars Soccer (continued)

Diagram:



X = Student

DV = Activity Leader

 = Cones

Theme Three: Action Packed Activities with the Fab 5 • Day One

Wrap Up/Cool Down

Objective: Students will improve or maintain a healthy level in each component of fitness.

Equipment:

- Cones
- Dumbbells
- Jump Ropes
- Hula Hoops
- Pair of Dice for Every Team
- Roll Your Way to Fitness sheet for each pair of students

Roll Your Way to Fitness

Explanation: Participating in activities that require the heart to pump faster for long periods of time will strengthen the heart.

Building muscular strength and muscular endurance requires doing lifting, pulling or pushing activities everyday.

Twist, stretch and bend daily to maintain a healthy level of flexibility.

A healthy level in each component of fitness provides a person with more energy for work and play.

Directions:

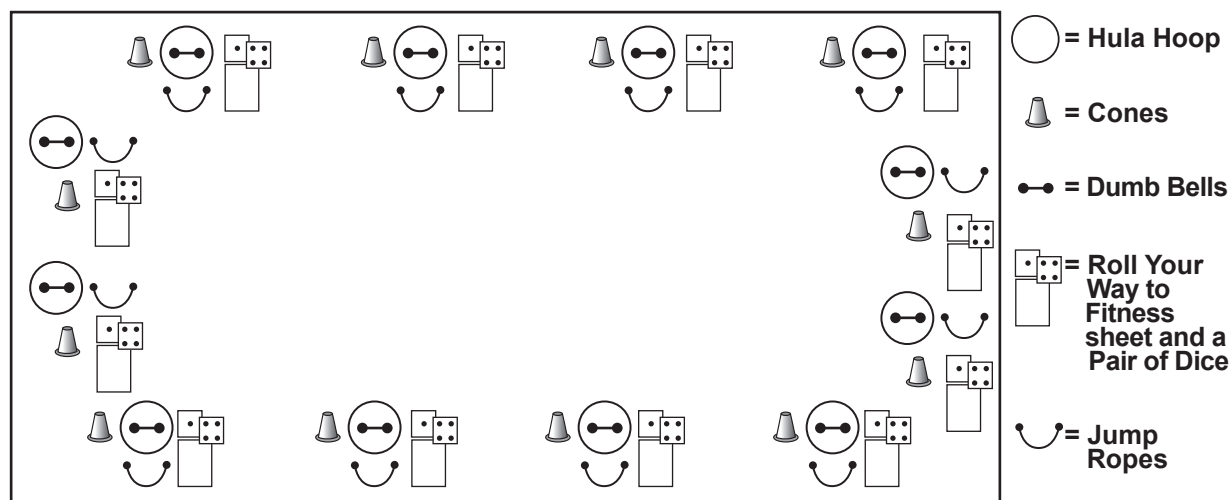
1. Divide students into groups of two. Instruct them to sit next to an open hula hoop that has an activity sheet, a pair of dice and equipment inside.
2. On the signal to begin, one student in the pair rolls 1 die. Both students complete the exercise from the sheet that corresponds with the number rolled. For example: if a 6 is rolled, both students do 10 tricep extensions.
3. After completing the exercise, the next student rolls the other die and both students complete the exercise listed with that number.
4. After the first two rolls, the students add the numbers from both die and complete that exercise. For example: if the first partner rolled a "6" and the second rolled a "2," then they do the exercise listed for the number 8 (jump rope for one minute).
5. Activity continues as outlined until activity leader designates stop time.

Assessment - Reflective Question: What are two things we can do to create a balance for our bodies to stay in the zone?



Activity

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.



Activity

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 activity leader, the pair will be asked a reflective question. 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.

Variations:

- If more than one activity leader is available, form more than two lines to keep the kids moving.

Assessment - Reflective Questions:

- What are the two things we can do to create a balance for our bodies to stay in the zone?
- When we do push-ups, what component(s) of fitness are we improving? Jumping jacks? Mountain climbers?

Fab 5



After School Program

© 2008 Focused Fitness All rights reserved.

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 activity leader checks each body and comments on the balance of muscle and fat present in the body at that time.
6. This activity should be played several times to reinforce the point of the game.

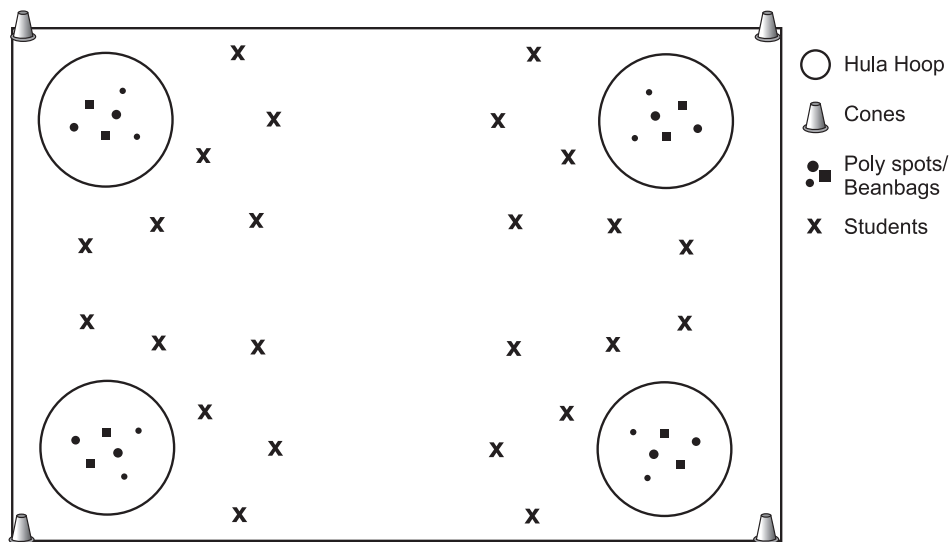
Assessment - Reflective Question:

What is the body made up of?



Activity

Diagram:



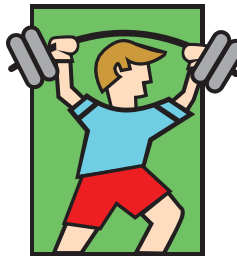
Theme Three: Action Packed Activities with the Fab 5 • Day Two

Components of Fitness Activities

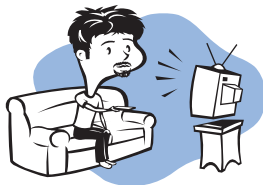
1. Circle the picture that shows someone doing a cardiorespiratory endurance activity.



2. Circle the picture that shows someone engaged in a muscular strength activity.



3. Circle the picture that shows someone engaged in a muscular endurance activity.



4. Circle the picture that shows someone working on improving their level of flexibility.



Wrap Up/Cool Down

Objective:

Students will demonstrate flexibility while practicing five basic stretches for five major muscles.

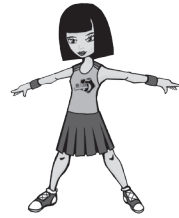
Equipment:

- None

Circle Stretch 1

Explanation:

Circle Stretch is a cool down activity to improve flexibility. Flexibility is a component of fitness that is important for injury prevention and increasing range of motion for skills like running, throwing, twisting and rotating. Performing a flexibility routine after a workout returns the body to pre-exercise levels and reduces muscle soreness.



Activity

Directions:

1. Ask students to sit down on the center black circle. If there is no circle available, have students touch elbows to form a circle and then have the circle move out two big steps.
2. Lead students through the following stretch routine.
3. For each stretch routine there are different stretches.
4. With each new stretch, the activity leader should ask a new reflection question. Time should be given during the stretch for students to reflect and answer.

Variations:

- Students will share responses with partner.
- Students will count against the activity leader as a challenge. Example: If counting by 3's the activity leader will call out "3," the students will yell back "6," etc... this continues until the activity leader has reached the number 30 or 20 or more seconds. Try counting by 2's, 3's, 4's, 5's, 6's, 7's, etc...

Safety:

- Hold each stretch for 30 seconds for maximum benefit.
- Slow, steady breathing throughout stretch.
- Stretch to mild discomfort-never to pain.

Assessment - Reflective Questions:

- What can you do to prevent heart disease?
- What are the risk factors for heart disease?

(continued)

Fab 5



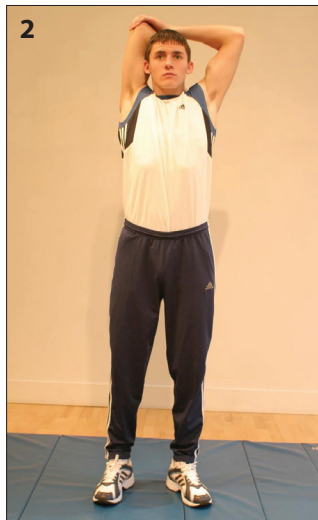
After School Program

© 2008 Focused Fitness All rights reserved.

Circle Stretch 1 (continued)

Diagram:

BACK SCRATCHER STRETCH



Vocabulary/ Muscles Trained

- Triceps
- Latissimus Dorsi

Directions/Safety

- Stand or sit
- Put hand behind head reaching for middle of back
- Use other hand to gently push elbow down
- Hold for 15-30 seconds for maximum benefit
- Slow steady breathing throughout stretch
- Stretch to mild discomfort never to pain

KUNG FU STRETCH



Vocabulary/ Muscles Trained

- Deltoids

Directions/Safety

- Stand or sit
- Extend arm fully across body
- Take opposite arm and pull behind elbow
- Repeat with other arm
- Hold for 15-30 seconds for maximum benefit
- Slow steady breathing throughout stretch
- Stretch to mild discomfort never to pain

(continued)

Circle Stretch 1 (continued)

PRETZEL STRETCH



Vocabulary/ Muscles Trained

- Latissimus Dorsi
- Gluteals

Directions/Safety

- Sit on ground with legs straight
- Bend one knee and place on outside of straight leg
- Twist to same side as bent knee
- Repeat to other side
- Hold for 15-30 seconds for maximum benefit
- Slow steady breathing throughout stretch
- Stretch to mild discomfort never to pain

PELICAN STRETCH



Vocabulary/ Muscles Trained

- Quadriceps

Directions/Safety

- Lay on side of body with both legs straight
- Bend top leg and grab ankle
- Pull ankle towards gluteals
- Roll to other side and repeat
- Hold for 15-30 seconds for maximum benefit
- Slow steady breathing throughout stretch
- Stretch to mild discomfort never to pain

CALF STRETCH

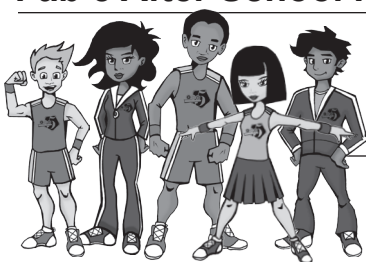


Vocabulary/ Muscles Trained

- Calf

Directions/Safety

- Stand in staggered step position
- Lean forward placing hand on front knee
- Keep heel of back leg firmly planted on ground
- Hold for 15-30 seconds for maximum benefit
- Slow steady breathing throughout stretch
- Stretch to mild discomfort never to pain



Action Packed Activities with the Fab 5

Day Three

Components of Fitness

Fitness and Health Goal: Participating in activities that improve or maintain the Five Components of Fitness is part of a wellness lifestyle.

Motor Skill Goal: Developing essential motor skill patterns will prepare for participation in a variety of activities.

Lesson Plan:

Introduction/Warm-Up:

- Heart Health Worksheet
- Heart Health 2-5 Minute Run

Lesson Focus:

- Team Endurance Kickball

Wrap Up/Cool Down:

- Basketball Shoot Out Cool Down
- Multi Ball Circle Ball



Key Vocabulary Words:

Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, Flexibility, Body Composition

Method of Assessment: Reflective Questions

- What happens to your heart rate during exercise?
- What happens to your heart rate at rest?
- How can you make your heart stronger?
- Is kickball a good activity to make your heart stronger?

Equipment:

- | | |
|----------------------------|---------------------------|
| • Cones | • Pencils |
| • Scoreboard or Clicker | • Healthy Heart Worksheet |
| • Whiteboard or Chalkboard | • Basketballs |
| • Bases | • Foam Balls |
| • Kickball | |

Theme Three: Action Packed Activities with the Fab 5 • Day Three

Content Introduction to Students:

Components of Fitness:

We have been learning about the Five Components of Fitness. The Five Components of Fitness are important for our physical health. There are many ways to improve the Five Components of Fitness in our daily lives. By doing everyday activities and playing games and sports we can improve in all levels of the components. Maintaining healthy levels of fitness for each component helps us live a healthy and productive life. We will work on one component of fitness today.

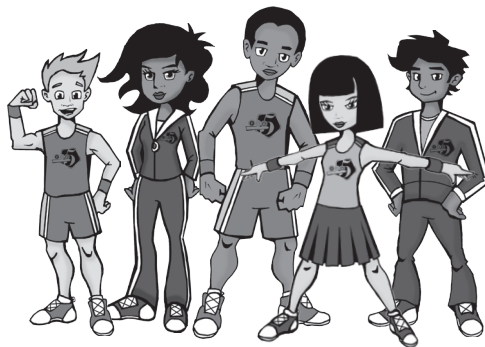
Cardiorespiratory Endurance - Cardiorespiratory endurance is the ability of the heart and lungs to supply oxygen to the muscles during long periods of physical activity.



Introduction

Instructions to Activity Leader: (To do prior to lesson)

- Post picture of Cardio Kid.
- Post definition of cardiorespiratory fitness.
- Print from Resource CD or page 21: Healthy Heart Worksheet, 1 per student.



Warm-Up

Objective: Students will increase their cardiorespiratory endurance levels through various aerobic activities.

Equipment:

- Pencils
- Healthy Heart Worksheets

Healthy Heart Worksheet

Explanation: Whenever a person runs, skips, gallops or does any activity that increases heart rate, he/she is improving cardiorespiratory endurance. The heart gets stronger from activities that require it to beat faster.

Directions:

1. Hand each student a pencil and a Healthy Heart Worksheet.
2. Show students how to find their carotid artery.
3. Ask them to count the number of times they can feel their pulse during a six second count. Tell them to add a zero to that number. For example, if they count to 6 and add a zero their heart is beating 60 beats per minute.
4. Ask students to record that number on the activity sheet under resting heart rate.
5. Then instruct students to complete a warm-up activity. Complete the Heart Health Run on page 23. At the conclusion of the warm-up, ask students to find their pulse and activity leader will do a 6 second count.
6. Repeat activity during the next 2 months.



Healthy Heart



	Resting Heart Rate	Heart Rate after exercise
Day 1		
Day 2		
Day 3		
Day 4		

What did you notice about your heart beat?

What is the difference between your heart rate at rest and when you exercise?

Why does that happen?

Why is Cardiorespiratory Endurance such an important component of fitness?

Lesson Focus

Objective: Students will improve their levels of cardiorespiratory endurance. The students will improve their basic kicking skills and build team cooperation skills.

Equipment:

- 4 Bases
- Kickball

Team Endurance Kickball

Explanation: Cardiorespiratory endurance can be improved through activities like kickball while running the bases.

Directions:

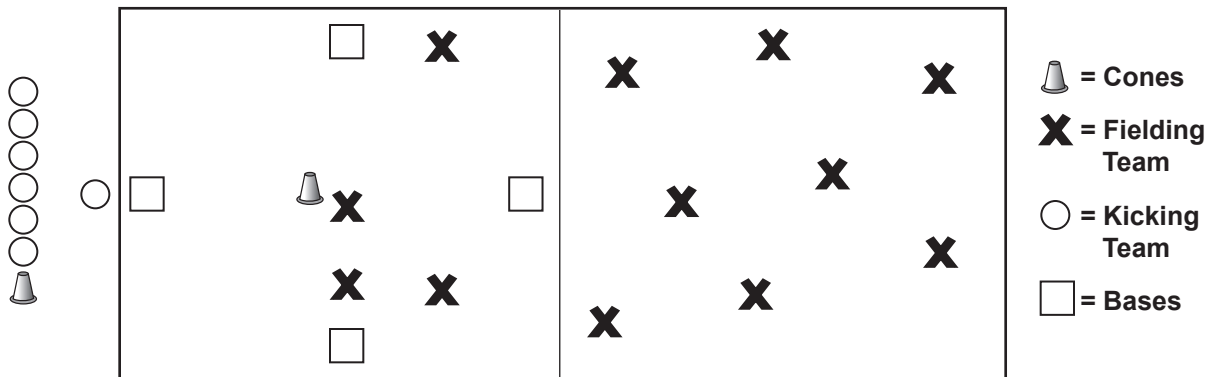
1. Divide the students into two teams. An easy way to divide the students is to count them off by two's, making sure to divide by age group as well.
2. Designate one team as the fielding team and the other as the kicking team.
3. Have the fielding team spread out on the field.
4. The first member of the kicking team kicks the ball and the rest of the kicking team lines up behind the kicker. The entire kicking team runs around the bases without passing each other.
5. The pitcher from the fielding team retrieves the ball and runs to the pitching mound. The rest of the fielding team lines up behind the pitcher and they pass the ball, alternating over the head and between the legs.
6. The kicking team has to reach home plate before the ball reaches the last person on the fielding team in order to score a point. However, if the fielding team passes it to everyone before the kicking team reaches home plate, it is an out.
7. The two teams trade places once there are three outs.

*It is a good idea to give each student a number that will represent their kicking or pitching order. This alleviates possible arguments and keeps the game fair.

Assessment - Reflective Question: What component of fitness are we improving when we play games like kickball?



Diagram:



Wrap Up/Cool Down

Objective:

Students will show understanding of the Five Components of Fitness by demonstrating a component when asked. Students will show understanding while practicing the basketball skills of dribbling and shooting.

Equipment:

- 1 Basketball Per Student

Basketball Shoot Out Cool Down

Explanation:

Basketball Shoot Out is a cool down game that incorporates the basketball skills of dribbling and shooting. Dribbling and shooting develop eye hand coordination and manipulation of a moving object; these are skills necessary for any sport where a ball is used. While cooling down students will be reflecting on the Five Components of Fitness. Students who are active while learning retain information better.



Activity

Directions:

1. Give each student one basketball.
2. On the signal "Go," all students should begin dribbling his/her basketball.
3. After one minute stop and ask all students to hold his/her basketball.
4. Ask for one student to demonstrate and explain a given component of fitness. Example: Muscular Strength. If the student is able to demonstrate an exercise for muscular strength and explain why, all students receive two minutes of free shooting. If the chosen student is unable to demonstrate and explain knowledge then all students return to one minute of dribbling.
5. This cool down will continue until all five components have been demonstrated.

Variations:

- Instead of one student demonstrating/explaining, all students will demonstrate and ask one to explain.
- Instead of calling on a particular student, have students who want to demonstrate volunteer.
- Distribute four different colors of pinnies to students. When asked, one color of pinnie will demonstrate a component given.

Wrap Up/Cool Down

Objective:

Students will demonstrate throwing, catching and eye tracking while reflecting on the concept of the day.

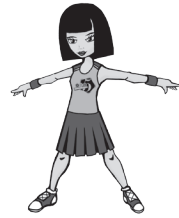
Equipment:

- 1-3 Foam Balls

Multi Ball Circle Ball

Explanation:

Multi Ball Circle Ball is a cool down to practice throwing, catching and basic eye hand coordination. Throwing and catching are fundamental skills needed for many sports like baseball, football, lacrosse and basketball.



Activity

Directions:

1. Ask students to stand on the center black circle. If there is no circle available, have students touch elbows to form a circle and then have the circle move out two big steps.
2. Begin by tossing one large foam ball into the circle. Each student should take a turn catching and tossing the ball in a certain order while saying the person's name he/she is tossing to.
3. After the students are confident about the tossing order, add in a second ball and get it going. For a challenge, add a third.
4. Once students have the idea of the tossing and catching order, ask a reflection question. When a student receives the ball he/she must give a one or two word answer to the question before passing the ball on. Once the question is asked, give students one minute to think of his/her answer before starting the ball/balls.
5. Continue the game until all reflection questions have been asked and answered.

Variations:

- Students roll the ball in the circle.
- Students pass the ball around the circle using feet.
- The ball could be passed in a circle instead of across the circle to others.
- Students must clap once or twice before receiving the ball.

Assessment - Reflective Questions:

- What happens to your heart rate during exercise?
- What happens to your heart rate at rest?
- How can you make your heart stronger?

