



For The Teacher

Upper Primary Years 5 & 6

Week 2

Title **Monitoring Changes**

Theme **Physical Activity and the Human Body**

Overview

Students will plan and follow a workout routine that develops one of the four components of fitness, in order to increase their overall physical activity and skills.

They will keep an informal journal describing their feelings, attitudes and progress.

Time required

60 minutes

Preparation

As students are going to be spread out and working on different activities at the same time, enlisting the help of some parents and other teachers would be beneficial. Having a designated activity time at either the beginning or end of the day may assist in organising a roster over the 4 weeks. Another way to assist students performing the tasks accurately and safely is to enlist the help of a PE teacher, or fellow teacher who has experience with physical education. Ask them to help run a mini workshop with each group, advising them of the safest & optimum way to perform each exercise.

It would be advantageous for the students to perform their 10-15 minute workout routine three times a week, for four weeks.

Before performing any physical activity, the students will need to warm up, including stretches. They should also cool down and stretch again when they finish. The teacher may choose to lead these sessions themselves or assign one or two students at a time to run the sessions. This will need to be done before each session.

A fun way to warm up is to participate in a dynamic ball and movement activity like the Netball Star Pass or a modified version:

- Students are broken up into groups of five, six or seven depending on student numbers.
- One student stands in the middle of the other students who are standing around the centre person in a circle.
- The student in the centre chest passes a netball (or equivalent type of ball) to a student who then passes it back to the centre. This is repeated until every student in the circle has had a turn.
- The centre person then runs up to a cone or marker 20 metres away and another person enters the centre.
- Complete this activity until all people in the group have been in the centre.

This activity could also be done as a relay race, where 3 groups are all performing the activity at the same time, making it a race.





Show the students the area that will be used for their personal training program, ensuring that there are many features available such as a wall, monkey bars, painted lines on basketball or netball courts, etc. Ensure that additional equipment like mats, skipping ropes and stop watches will be made available.

A weekly pro forma for the students' exercise journal is provided as Appendix 1 to the Teacher's Notes. This can be copied for each student. They will be required to complete the pro forma after each session, recording their feelings, the number of repetitions, etc.

Background information and possible discussion points

Explanations about the four main fitness components are provided in the Teacher's Notes for the Week 1 lesson "Fitness Collage".

Encourage your students to choose the fitness component that suits their own abilities and interest. This will ensure that they have the confidence and motivation to get started and persevere for four weeks.

It may be beneficial to discuss the fact everyone is going to choose different activities that suit their level of ability and interest and that each individual will make their own rate of improvement over the four weeks, therefore any sort of comparison is impossible. For instance, one student may start completing 10 push ups and after four weeks, be able to complete 15 push ups in the same time period. Another student may start with two push ups and then finish with five. Both students have improved and developed their capacity, which is the desired outcome.

Students should motivate and encourage each other to achieve personal successes and goals.

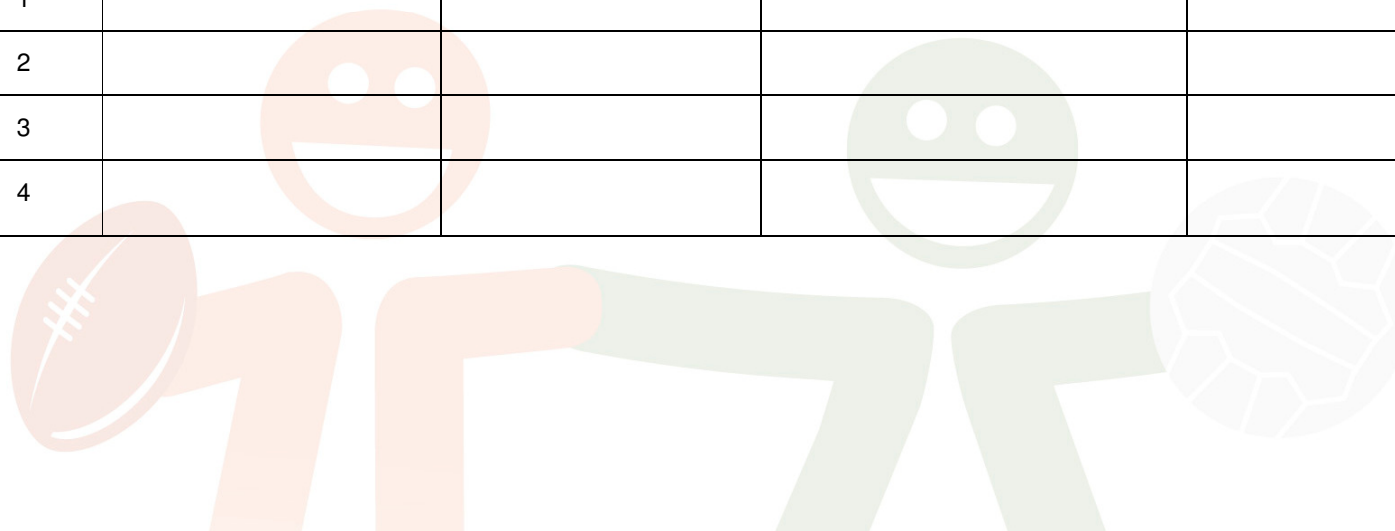
The students will be given the opportunity to brainstorm activities for their chosen fitness component in small groups. The following activities may help students complete their training program:

<p style="text-align: center;"><u>Cardiovascular Endurance</u></p> <ul style="list-style-type: none"> • 30 second run then 30 sec jog for 5 or more minutes • Continuous run for 5 or more minutes • Jump rope for 5 or more minutes • Ride a bike • Fast walking • Swimming 	<p style="text-align: center;"><u>Strength</u></p> <ul style="list-style-type: none"> • 5-10 push ups then repeat after 60 seconds • 5-10 chin ups then repeat after 60 seconds • 5-10 jumps into the air then repeat after 60 seconds • Fast running up steep hills
<p style="text-align: center;"><u>Flexibility</u></p> <ul style="list-style-type: none"> • Yoga, callisthenics or stretching routines • Martial arts likes Tae Kwon Do, Kung Fu and Judo 	<p style="text-align: center;"><u>Muscular endurance</u></p> <ul style="list-style-type: none"> • 60 metre sprints then walk back to the start. Repeat for 3-5 minutes continuously. • 100 metre run with fast walk back to start • Circuit training like skipping, running on the spot, star jumps, sit ups, push ups, etc.



Appendix 1 – Weekly pro forma for exercise journal

Day	Exercise Activity	Describe the exercise or activity you did	How much time did you spend doing it?	How many times did you do it? (Repetitions)	What did you feel before, during and after the activity?
Day 1	1				
	2				
	3				
	4				
Day 2	1				
	2				
	3				
	4				
Day 3	1				
	2				
	3				
	4				





Support materials and references

For Kids

1Seven article: [Why Does Exercise Feel Good?](#)

For Teachers & Parents

1Seven article: [Top Marks for Regular Exercise](#)

1Seven article: [High Risk Inactivity](#)

Stretching

[Click Here](#) for Stretching Resource

[Warm up and cool down activities](#) (Government of South Australia)

Thinking strategies

Bloom's Taxonomy

Remember	Understand	Apply	Analyse	Create	Evaluate
		*			

Gardner's Multiple Intelligences

Verbal/ Linguistic	Bodily/ Kinesthetic	Musical	Logical/ Mathematical	Interpersonal	Visual/Spatial	Intrapersonal	Naturalist
*	*					*	

Edward De Bono's Six Thinking Hats

White Hat Information	Red Hat Feelings	Black Hat Judgement	Yellow Hat Benefits	Blue Hat Thinking	Green Hat Creativity
*	*	*	*		*

