

Standard 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Grade-Level Outcomes

- Analyzes opportunities for participation in physical activity outside physical education class (S3.E1.4)
- Charts and analyzes activity outside physical education class for fitness benefits of activities (S3.E1.5)

Lesson Objectives

The learner will:

- Identify and analyze opportunities for physical activity
- Connect physical activity opportunities with specific health and fitness benefits
- List four components of health-related physical fitness
- Identify the components of good health balance

Materials and Equipment

- Student journals
- Pencils

Introduction

Link this lesson to the previous lessons on fitness by reviewing what it means to be physically fit, the components of fitness, and good nutrition.

What's the first thing you do when you go home after school—video games, snacks, homework, outdoor play? How many of you play outdoors after school every day? What types of activities? Today we are going to look at the various activities we do at home, in our recreational time, and when we play. Do they all provide the same benefit for physical fitness and good health? Do they all strengthen the heart? Why is daily physical activity important?

LEARNING EXPERIENCE: AFTER-SCHOOL EXPERIENCES

Have the students take a few minutes to write in their journals about the activities they do when they go home after school or in after-school care—riding their bikes, playing in a soccer league, walking the dog, playing outside with friends, playing video games, using the computer, and so on.

- Ask them to add to the list what they typically do at recess.
- List on the board (flipchart) some of the activities named.
- Have students rank the activities from highest to lowest for physical activity.
- Have students rank the physical activities for enjoyment of participation.

Grade 4

- Ask the students where they can find opportunities for play after school.
- Search for opportunities for physical activity in your school's community during the school year and during summer vacation. Then, assign the search to students and have them report their findings in the next class period.
- Have the students rank the physical activities for enjoyment of participation.

Grade 5

- Have the students keep a record of their physical activity for one week—sports practice, walking the family dog, playing video games, and so on—by recording the activity and the amount of time spent in that activity. Don't forget recess and physical education.
- Have the students rank their individual activities from highest to lowest for physical activity.

LEARNING EXPERIENCE: SIXTY MINUTES PER DAY

Do you know that for good health you should be physically active at least 60 minutes a day? In that 60 minutes of daily activity, most of your play should be at a moderate or vigorous intensity level.

Grade 5

- As a class activity, discuss and categorize the intensity level of each activity listed on the flipchart, given by the students—V for vigorous, M for moderate, and L for low.

Look at your list of physical activity options. Are most of your favorite activities moderate or vigorous, or are they low? Do not ask students to give responses aloud.

- Introduce the 60-minutes-per-day guideline for physical activity. Discuss with the class the benefits for good health and the reasons for daily activity.
- Have each student total the number of minutes spent in physical activity for each day of the week.
- Have the students code the activities they recorded in their journals according to the previously described intensity levels.

LEARNING EXPERIENCE: TOTAL FITNESS

Cardiorespiratory fitness is not the only component of fitness. What were the other components that we learned? Right, muscular strength and endurance and flexibility.

- Create two columns and list on the whiteboard (flipchart) activities that help build muscular strength and endurance and activities that increase flexibility. Share examples such as climbing, hanging, swinging, jumping, running, doing cartwheels, and so on. Have the students extend the list. Guide the discussion beyond just push-ups, curl-ups, and stretching.
- Have students write in their journals two goals for increasing the quantity or quality of their physical activity.

LEARNING EXPERIENCE: GOOD HEALTH BALANCE

Remember, physical activity and good nutrition work together as a team for good health and well-being. We call this the "good health balance team." We need both! Think about the balance you need when learning to skate, skateboard, or snowboard. A combination of physical activity and good nutrition every day provides the body with what it needs to be physically fit, to be healthy, and to perform well in school and at play.

- Am I in balance if I exercise every day but eat only sweets and drink soda with heavy sugar content?
- Am I in balance if I eat the right foods every day but never exercise or play?
- So what is the good health balance? Why is it called that?

LEARNING EXPERIENCE: BODY COMPOSITION

This balance of activity and good eating habits also plays an important role in another component of fitness that we haven't discussed yet—body composition. What could those words possibly mean? Body composition is the balance of lean tissue and fat within the body. We talked earlier about the role of fat in protecting the body from injury and supplying energy. Yes, we all need some fat; we also need lean tissue. Being physically active every day and practicing good nutrition will give us the balance of fat and lean tissue needed for good health and good performance in activity.

- Can you tell whether a person is physically fit by his or her size?
- How do you know whether a person is physically fit?

Closure

- What did we learn about physical activity and fitness today? Is physical activity important only for fitness?
- Tell your neighbor two reasons why physical activity is important.
- What is the minimum amount of time you should be physically active each day? What intensity levels are best?
- What are the components of physical fitness? Is a person physically fit if he or she is very strong but not flexible? How about a person who is able to run very fast but has little muscular strength? What was the new component of fitness we learned today? What was our original definition of fitness? Why does it take all the components of fitness to be truly fit?
- What is the “good health balance team”? Why are both parts important for good health?

Remember to do physical activity every day, just like brushing your teeth!

Reflection

What do the children’s journal entries tell me about their fitness, their activity levels, their self-concepts, and their personal concerns?