Weeks 12 & 13

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**5th – 2nd Grade:**

*ALWAYS EMPHASIZE THAT “EVERYBODY’S BODY IS DIFFERENT.” THE FOLLOWING WORKOUTS AND ACTIVITIES ARE TO BE MONITORED TO ENSURE EACH INDIVIDUAL IS BEING ENCOURAGED ON EFFORT AND NOT ABILITY.*

**\* Three minute warm-up. Skip, gallop or jog!**( The **warm**-**up** should gently prepare the body for exercises by gradually increasing the heart rate and circulation; this will loosen the joints and increase blood flow to the muscles. This also teaches them to get to a target heart rate which is beneficial for future fitness). Have them sprint the last 10 seconds. **.** *THIS ALLOWS THEM TO GO FROM A TARGET HEARTRATE TO A MAXIMUM HEARTRATE. TEACHING THEM THIS TERMINOLOGY IS USEFUL FOR CURRENT AND FUTURE FITNESS AND OVERALL HEALTH. THIS WILL STRENGTHEN THEIR MUSCULAR ENDURANCE, RESPITORY SYSTEM, BURN MORE CALORIES WHILE CREATING A LONGER CALORIC AFTERBURN.* OAS-S1E1,S1E2,S4E1,S4E2,S4E4

**\* Have them stay on the track for dynamic stretches/Slide( get low, hands up! Feet don’t touch or cross),A Skip, B Skip, C Skip, Karaokes, High Knees, Bottom Kickers, Heels, Toes, Track Jacks, Toe Swips. *[THIS PROVIDES AN ANAEROBIC WORKOUT and provides the benefits of dynamic strethching BY GETTING THE HEARTRATE UP AND BRINGING IT BACK DOWN OVER AND OVER. Anaerobic exercise*** *is exercise intense enough to trigger* [*anaerobic metabolism*](http://en.wikipedia.org/wiki/Lactic_acid_fermentation)*. It is used by athletes in non-*[*endurance*](http://en.wikipedia.org/wiki/Endurance) *sports to promote strength, speed and power and by body builders to build muscle mass. Muscle energy systems trained using anaerobic exercise develop differently compared to* [*aerobic exercise*](http://en.wikipedia.org/wiki/Aerobic_exercise)*, leading to greater performance in short duration, high intensity activities, which last from mere seconds up to about 2 minutes. The short term goal is to teach proper form and slowly increase the amount of proper push-ups, sit-ups and planks. The long term goal is to see consistent proper form and a growth of at least 50% in what they could do at the beginning of the year until the end.*

**\*Health/Safety Topic of the Week: Discuss our creed of Eat right, stay fit,…**

**Heart Rate Activity 1:** **Pit Stop**

GP: Teacher will show examples and use students as helpers to show proper game play.

IP: Kids will be monitored for safe and correct play during activity.

Skill: Build cardiovascular endurance, heart strength, speed, stamina, spatial awareness

Rules: Partner up. Create a pit stop area using cones or poly spots. One partner runs while the other is in the pit stop area. When the runner returns to the pit stop area they high five/fist bump and the other partner runs for a lap. When the team has finished the predetermined amount of laps they can sit in a designated area or finish with a specific predetermined exercise and then encourage the other teams still working.

**Heart Rate Activity 2: Jump Rope**

GP: Teacher will show examples and use students as helpers to show proper arm and rope movement.

IP: Kids will be monitored for safe distance, arm movement and rhythm.

Rules: \* Arm pit check (hold handles/stand on middle of rope/handles should come near armpits) \*Make sure they are safe distance away from other students \* Students can jump fast or slow, just looking for consistency and effort.

**Main Activity:** **Go Fish**

**Equipment**: Several hula hoops and several noodles

**Rules:**

GP: Teacher will show examples and use students as helpers to show proper game play.

IP: Kids will be monitored for safe and correct play during activity.

Spread the hoops out all over the court. Start with 4-5 fishermen. They need to be in a hoop. At the beginning they can have one foot out of the hoop. As the boats fill up with fishermen change it to both feet in the hoop. \* The fish will start at the long blue sideline and try to make their way to the other side on the signal “Swim!”. \* If tagged with a noodle a fish will immediately go to the stage to get a noodle (fishing rod) and go to a boat (hula hoop). \* The fishermen can switch boats between each swim. \* Game is over when there are around 3-5 fish left. \* Winning fish are the starting fishermen for the next game. OCCASIONALLY YOU CAN HAVE EITHER THE GIRLS OR BOYS SWITCH FROM A FISHING ROD TO A HARPOON. THIS MEANS INSTEAD OF TAGGING WITH A NOODLE, THEY MAY THROW THE NOODLE. THEY ONLY GET ONE THROW AND MAY ONLY EXIT THE BOAT TO RETRIEVE THE NOODLE AFTER ALL OF THE FISH HAVE CROSSED.

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**PreK, K & 1st Grade**

*ALWAYS EMPHASIZE THAT “EVERYBODY’S BODY IS DIFFERENT.” THE FOLLOWING WORKOUTS AND ACTIVITIES ARE TO BE MONITORED TO ENSURE EACH INDIVIDUAL IS BEING ENCOURAGED ON EFFORT AND NOT ABILITY.*

**\* Have them begin jogging, running or walking quickly for 2 songs to begin class. 1st grade will warm up for 3 minutes. Have them sprint the last 10 seconds.** *THIS ALLOWS THEM TO GO FROM A RESTING HEARTRATE TO A MAXIMUM HEARTRATE. TEACHING THEM THIS TERMINOLOGY IS USEFUL FOR CURRENT AND FUTURE FITNESS AND OVERALL HEALTH. THIS WILL STRENGTHEN THEIR MUSCULAR ENDURANCE, RESPITORY SYSTEM, BURN MORE CALORIES WHILE CREATING A LONGER CALORIC AFTERBURN.*OAS-S1E1,S1E2,S4E1,S4E2,S4E4

**\* Next do dynamic stretches/Have them do each for about ½ lap/Slide( get low, hands up! Feet don’t touch or cross), Skip, Karaokes, High Knees, Bottom Kickers, Heels, Toes, Track Jacks. In between one of the 3 dynamic stretches stop the music and have them go to a colored bean bag. *[THIS PROVIDES AN ANAEROBIC WORKOUT and provides the benefits of dynamic strethching BY GETTING THE HEARTRATE UP AND BRINGING IT BACK DOWN OVER AND OVER. Anaerobic exercise*** *is exercise intense enough to trigger* [*anaerobic metabolism*](http://en.wikipedia.org/wiki/Lactic_acid_fermentation)*. It is used by athletes in non-*[*endurance*](http://en.wikipedia.org/wiki/Endurance) *sports to promote strength, speed and power and by body builders to build muscle mass. Muscle energy systems trained using anaerobic exercise develop differently compared to* [*aerobic exercise*](http://en.wikipedia.org/wiki/Aerobic_exercise)*, leading to greater performance in short duration, high intensity activities, which last from mere seconds up to about 2 minutes. The short term goal is to teach proper form and slowly increase the amount of proper push-ups, sit-ups and planks. The long term goal is to see consistent proper form and a growth of at least 50% in what they could do at the beginning of the year until the end.*

**\*Have them sit around rectangle (free throw lane) to talk about something to do with health or safety using PASS objectives and discuss rules and expectations for class activity.**

**\*Health/Safety Topic of the Week: Discuss our creed of Eat right, stay fit,…**

**Heart Rate Activity 1: Pit Stop**

GP: Teacher will show examples and use students as helpers to show proper game play.

IP: Kids will be monitored for safe and correct play during activity.

Skill: Build cardiovascular endurance, heart strength, speed, stamina, spatial awareness

Rules: Partner up. Create a pit stop area using cones or poly spots. One partner runs while the other is in the pit stop area. When the runner returns to the pit stop area they high five/fist bump and the other partner runs for a lap. When the team has finished the predetermined amount of laps they can sit in a designated area or finish with a specific predetermined exercise and then encourage the other teams still working.

**Heart Rate Activity 2: Jelly Fish Catch**

Equipment: Handkerchiefs

GP: Teacher will show examples of all proper and improper ways to catch and throw the “jelly fish”

IP: Kids will be watched for safe and correct play during activity.

Rules: Partners will stand across from each other. Groups of 3 will alternate one out each toss.

* No diving or sliding to catch it. Try not to step on it (very slippery)
* Teacher can either choose to have each partner take one step back with each successful toss and catch or have them keep the same short distance and see how many catches are made in a specific time frame.

**Main Activity:**

**Go Fish**

**Equipment**: Several hula hoops and several noodles

**Rules:**

GP: Teacher will show examples and use students as helpers to show proper game play.

IP: Kids will be monitored for safe and correct play during activity.

Spread the hoops out all over the court. Start with 4-5 fishermen. They need to be in a hoop. At the beginning they can have one foot out of the hoop. As the boats fill up with fishermen change it to both feet in the hoop. \* The fish will start at the long blue sideline and try to make their way to the other side on the signal “Swim!”. \* If tagged with a noodle a fish will immediately go to the stage to get a noodle (fishing rod) and go to a boat (hula hoop). \* The fishermen can switch boats between each swim. \* Game is over when there are around 3-5 fish left. \* Winning fish are the starting fishermen for the next game. OCCASIONALLY YOU CAN HAVE EITHER THE GIRLS OR BOYS SWITCH FROM A FISHING ROD TO A HARPOON. THIS MEANS INSTEAD OF TAGGING WITH A NOODLE, THEY MAY THROW THE NOODLE. THEY ONLY GET ONE THROW AND MAY ONLY EXIT THE BOAT TO RETRIEVE THE NOODLE AFTER ALL OF THE FISH HAVE CROSSED.