

LEVEL	UNIT	LESSON Number 1	EQUIPMENT
Second Grade	Fitness	Introduce Safety Rules, Review Travel/Stop, Own Space And The Cardiovascular Cards	Control Cones, Cardiovascular Cards, Stretching cards, Stereo, Music, Large Benefit Cards, Aerobic Activity Picture Chart

Objectives

1. Move safely among other students as they travel through space.
2. Stop when given verbal, audio or visual command.
3. When prompted, choose at least three different ways of traveling.
4. Find own spaces not near anyone or anything.
5. Do the seven cardiovascular exercises safely using correct form.
6. Verbally discuss why we need to exercise the heart.
7. Write down two types of cardiovascular exercise they can do outside of school.
7. Have fun.

Activity	Time (Minutes)	Procedure	Comments/Set- up/ Diagram
Part 1 Introduce Safety rules	5	<p>Since this is your first lesson with these students, begin by having the class sitting in the space you will meet them at each lesson. After introducing yourself, tell the students the safety rules. The safety rules are:</p> <ol style="list-style-type: none"> 1. Do your best. 2. Be safe so that you don't hurt yourself or anyone else. 3. Be respectful of each other, the equipment and the play area. <p>If you break one of the safety rules, you will sit out of the activity. Once you are ready to be safe you will be able to come back into the activity. If you break a second rule you will have to sit out for the rest of the physical education class. (At this time you should ask your students if they have any questions. You might also want to review the rules with them by asking them what the rules are, letting them tell you what the rules are and the consequences for breaking those rules.)</p> <p>BENCHMARKS <u>Self Responsibility</u> 5.1 Participate in diverse group settings without interfering with others. 5.2 Accept responsibility for one's own behavior in a group activity.</p>	Meet them seated in a circle or square, all in a group, facing away from the sun. (Not in a straight line)
Part 2 Review Travel/Stop	2 - 5	<p>"Today you're going to start by traveling around our space. You will get to try all sorts of ways to move. The important thing to remember today is safety. When you are traveling around the space it is important to look where you are going so that you do not touch or hurt anyone or yourself. When I say go you will start moving around the space, when I say stop you should stop where ever you are and look at me. Ready go" As your students move around the space, watch to see that they are traveling safely staying away from each other. Encourage them by pointing out the students that are looking where they are going. Remind them as they travel to look for open spaces to move toward. After they have been moving for 30 seconds or so, yell freeze. Look to see that everyone has frozen on your command. Praise the students that have stopped immediately. Remind the other students that they must stop as soon as you yell freeze or stop. "Remember as you travel to look for the open spaces, and listen for me to give you the command to stop. This time if you do not stop when I yell freeze, you will have to sit out for not listening. Ready go" (It is important that you do sit out the students who do not stop when you yell freeze this time. Practice traveling and stopping giving voice cues for a couple more minutes.) Begin telling the students some different ways they can travel, or even tell the students the different ways you see them traveling, as they are traveling around the space. Examples are; walk crawl, jump, slide on their bottom, travel on hands and feet, etc. Each time they stop, remind them to try another way of traveling. Once you are satisfied with the way your students stop when you say</p>	

Review finding own spaces	1-3	<p>stop, you can move on to the own space review.</p> <p>BENCHMARKS <u>Movement Concepts</u> 2.1 Define “open space.” 1.1 Move to open spaces within boundaries while traveling at higher rates of speed.</p> <p>After I notice that they are stopping when I ask them to, I will move onto the next part.</p> <p>When I say go, find an own space inside our boundaries. Ready, “Be Active!”. Look to see how well the class is spread out, and if necessary, practice a couple more times finding own spaces. Remind them to look for a space not near anyone or anything. Get to an own space quickly. If you count to three or five, this will encourage them to get to a space quickly. Emphasize that they should be in an own space before you get to five, and praise the students who do so. <i>Example: Wow, Julie got to her own space before I even counted to three!</i></p> <p>Once you are satisfied that your students have a good grasp of own space, move on to the cardiovascular cards.</p>	<p>While the students are doing the exercises I will talk about the benefits of having a healthy heart.</p> <ol style="list-style-type: none"> 1. Less of a chance of heart disease. 2. Less of a chance of High Blood Pressure. 3. Boosted Energy Levels 4. Less Stress or Tension. 5. Better Sleep. 6. Better self image.
Review Cardiovascular Cards	5-10	<p>This time, when you get to a new own space, stay in your own space and perform this cardiovascular activity:</p> <ol style="list-style-type: none"> 1. Jogging 2. Ski Jumps 3. Jumping Jacks/Elbow to Knee 4. Jump Rope 5. Step Ups 6. High Stepping 7. Twisting <p>During these exercise reviews, point out that they are cardiovascular, what that means. These exercises are called cardiovascular because they help your heart. Cardio means heart and vascular is your lungs, veins and arteries. Your lungs bring in the oxygen, that’s one of the important things your body needs for energy. The oxygen passes to your blood through your lungs. Then the blood is pumped around with fresh oxygen energy by the heart. The more blood you need the more your heart has to pump.</p> <p>After each of these exercises you can point out how to find the heart beat. The students can feel how fast their own heart beats during exercise.</p> <p>After they have practiced each one, I will place it on a control cone around the perimeter of our space.</p> <p>“Great Job doing the exercises and giving your heart a great workout. When you exercise your body gets hot, because your blood is moving around quickly your body has to find a quicker way to cool it off. That’s why you sweat; your body puts water on your skin, where the wind and air cause it to evaporate. As it evaporates it cools the skin, and the blood that is under it. Do you notice you get red in areas when you exercise hard? That is your blood traveling closer to the skin surface so that it can cool off. When you sweat your body has to use up water it has so it’s important to replace your water when you exercise by drinking water after and sometimes even during your workout.”</p> <p>BENCHMARKS <u>Fitness Concepts</u> 4.4 Explain that water is essential during physical activity to maintain normal body temperature and normal blood volume 4.7 Describe the relationship between the heart and lungs during physical activity.</p>	
Part 3	12	“When I say go, find a control cone to stand near. There should only be 6 people at each cone, you have five seconds to get to a cone, or I will pick one	Be sure to explain the concept of

		<p>for you! Go”.</p> <p>Once they are at the stations I will explain that they should do the exercise on the card while the music plays and when the music stops they will move to the next cone. I will point out the direction they should move, and have them all point to the next cone they will go to before moving the first time.</p> <p>After the six stations are all done, the students will turn the cone around and go around the circuit doing the stretching exercises. As the class is stretching, I will point out the students doing the stretches correctly.</p> <p>BENCHMARKS <u>Fitness Concepts</u> 3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging. <u>Aerobic Capacity</u> 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate. <u>Self Responsibility</u> 5.1 Participate in diverse group settings without interfering with others. 5.2 Accept responsibility for one’s own behavior in a group activity. <u>Social Interaction</u> 5.4 Encourage others using verbal and non-verbal communication. 5.5 Demonstrate respect for self, others, and equipment during physical activities. <u>Group Dynamics</u> 5.7 Participate positively in physical activities that rely on cooperation.</p>	<p>stretching is to relax. Don’t hurt your muscles, just feel them stretching. Hold the stretch; do not make the muscle exercise.</p> <p>Benefit Cards should be at the stations to remind them of the Benefits</p> <p>Point out examples of groups and students who are working cooperatively, helping group-mates and being safe.</p>
Closure	5	<p>Tell me what type of exercise gives your heart a workout? Cardiovascular</p> <p>Find your pulse now? What is different about it now and how it was beating during exercise? Slower when resting.</p> <p><u>Assessment</u> Aerobic Activities Picture Chart On this sheet, draw or cut out pictures of things you could do outside of school that you can do to exercise your heart and raise your heart rate.</p> <p>BENCHMARKS <u>Fitness Concepts</u> 4.3 List ways to increase physical activity time outside of school.</p>	<p>Collect the sheets the next lesson.</p> <p>During the discussion, be sure to discuss ways that any students with disabilities move to raise their heart rate. PB3.8</p>

Name: _____ Class: _____ Date: _____

Activity 3.8

Aerobic Activity Picture Chart

Circle the activities that you do in the next week or in a blank space draw another activity that you do. How many days did you do this activity? If it is more than one, write that number by the picture.

		
		
		