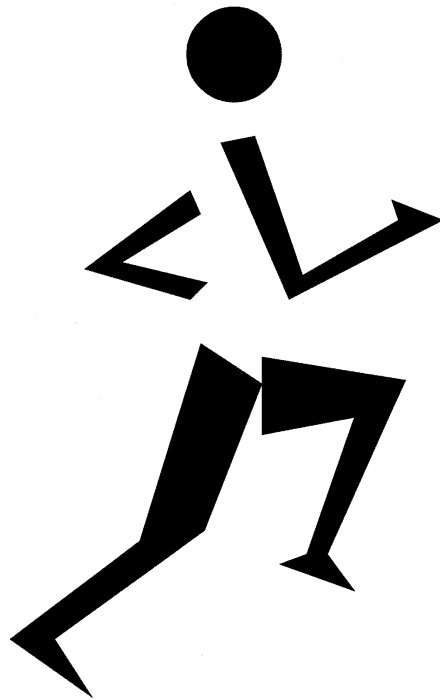


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# Kindergarten

## **2. Fitness Management**

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**❖ K.2.K.A.1 Discuss exercises and physical activities associated with health-related fitness components** (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles...).

**❑ K.2.K.B.1 Discuss the fact that daily physical activity makes muscles strong, including the heart.**

**Curricular Connections**

**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences  
 GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry)  
**MA:** Patterns and Relations (graphing, sorting)  
**PE/HE:** K.5.K.A.1 (personal health practices), K.5.K.B.3 (influence of technology), K.5.K.B.1 (health benefits)

*(continued)*

**◆ Beater Meter**

Have students participate in a variety of physical activities over a set period of time (e.g., one week, two weeks, one month). After students complete each activity, have them put a hand on their hearts and state what they feel. Using the moveable arrow on a homemade meter (see diagram in teacher notes), show how the majority of students respond (indicate low, medium, or high). Write the activity on a piece of paper and post it on the wall in the applicable section of the meter. The results can be classified and graphed. Pictures of people involved in activities can be collected, sorted, and posted in the different categories (i.e., high, medium, low).

**◆ “Sammie Says”**

Have students participate in this game using muscle locations (e.g., “Sammie says show me your arm muscles.”). (See learning outcome K.1.K.B.3b.)

**◆ Picture Sort**

Have students sort pictures of active/non-active people. They can assist in creating a bulletin board with pictures of active, healthy individuals. (See Sort and Predict, *Success for All Learners*, 6.33.)

**◆ Heart Smart**

Have students respond to the following statements/questions before and after an activity.

Before Activity:

- Show me where your heart is.
- Put your hand on your heart and tell me what you feel.

After Activity:

- Is it easier to find your heart before or after you have been active?
- How does your heart beat differently after we play?

*(continued)*

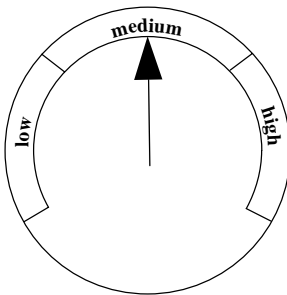


**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**



♥Beater Meter♥



Fitness management knowledge and skill outcomes are connected and often have interchangeable and related suggestions for instruction. Refer to learning outcomes S.2.K.A.1a and S.2.K.A.1b.

Encourage students to take part in physical activity outside class time and to make it a daily habit, accumulating more than 60 minutes and up to several hours per day of activity time, especially on days when they do not have physical education classes.

Reinforce that muscles are important for protecting the bones and organs. As well, strong muscles are important for

- lifting, pushing, and pulling things
- maintaining good posture
- preventing injury and lower back pain
- performing movement and sports skills more successfully

◆ **Questioning/Interview: Beater Meter**

Teacher: Inventory

Ask students to raise their hands if they think that the following activities will cause them to become hot and thirsty, make their hearts beat faster, and make them breathe more deeply:

- watching television
- playing soccer
- riding a bicycle
- playing video games
- sitting down

◆ **Questioning/Interview: All Active Games**

Teacher: Inventory

Upon completion of an activity, ask students to indicate, by a show of hands, whether the activity required them to use their muscles (including the heart) to make them stronger.

**TEACHER NOTES (continued)**

With very young children, muscular strength should be developed through play and movement activities with no emphasis on fitness scores.



| <b>PRESCRIBED LEARNING OUTCOMES</b>   |
|---|
| <i>Students will...</i>   |
| <input type="checkbox"/> <b>K.2.K.B.1</b> <i>(continued)</i>  |
| <hr/> <b>❖ K.2.K.C.1a Show an understanding of the location of main internal body parts affected by exercise</b> (i.e., heart, lungs, bones, muscles).  |
| <hr/> <b>❖ K.2.K.C.1b Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases).  |
| <hr/> <b>❖ K.2.K.C.2 Show an understanding of the factors</b> (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) <b>affecting personal fitness development.</b>                                       |
| <hr/> <b>❖ K.2.K.C.3 Recognize that proper warm-up activities</b> (i.e., light aerobic activity, stretching exercises) <b>prepare muscles for vigorous activities</b> (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...). |
| <hr/> <b>❖ K.2.K.C.4 Identify personal factors</b> (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) <b>that influence physical activity participation and build self-confidence.</b>                               |

**SUGGESTIONS FOR INSTRUCTION**

*(continued)*

◆ **At-Home Activities**

As a group, have students discuss activities they can do at home to make their muscles strong, such as playing with a friend or family member, climbing, jumping, and walking the dog.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

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| PRESCRIBED LEARNING OUTCOMES  | SUGGESTIONS FOR INSTRUCTION   |
|---|---|
| <p><i>Students will...</i></p>  |   |
| <p><b>☐ S.2.K.A.1a Participate in a wide variety of physical activities that contribute to skill/fitness development and enjoyment.</b></p>                     | <p><b>◆ Parachute Fun</b></p> <p>Have students hold the edge of a parachute with an overhand grip and perform the following activities.</p>   |
| <p><b>Curricular Connections</b><br/> <b>MA:</b> Number (number concepts), Shape and Space (measurement)<br/> <b>SC:</b> Cluster 1—Trees, Cluster 2—Colours</p> | <p><b>Parachute Storm</b></p> <p>Start with the parachute on the ground. As a class, ripple the parachute gently as students imagine the sun rising on a lake and generating a breeze. Everyone stands as the breeze becomes stronger and the parachute is shaken strongly. The wind strengthens into a storm as everyone shakes the parachute wildly. The storm passes by and students gradually shake more slowly until the parachute settles to the ground.</p>  |
|   | <p><b>Parachute Shapes</b></p> <ul style="list-style-type: none"> <li>• <i>Umbrella:</i> Count 1, 2, 3 and have students lift the parachute over their heads to make a giant umbrella. Call out the names of students (or the colour they are holding) who are to cross under the umbrella and slowly come out the opposite side before the parachute floats to the ground.</li> <li>• <i>Mountain:</i> Count 1, 2, 3 and have students lift the parachute over their heads, take two steps in, pull down the parachute in front of them, and kneel on the edge. Call the names of students who are to “climb” the mountain on their hands and knees.</li> <li>• <i>Mushroom:</i> Count 1, 2, 3 and have students lift the parachute and take two steps in and then two steps out.</li> <li>• <i>Tents:</i> Count 1, 2, 3 and have students lift the parachute over their heads, pull it down behind their bodies, and sit on the edge inside the tent.</li> <li>• <i>Under the Big Tent:</i> Make a tent with the parachute. Have students wiggle their bodies slowly into the centre while they are sitting on the edge of the parachute.</li> <li>• <i>Talking Heads:</i> Make a tent with the parachute. Have students place the parachute behind their heads and lie down on their stomachs so that only their heads are inside the tent.</li> </ul> |
| <p style="text-align: right;"><i>(continued)</i></p>  | <p><b>◆ Nature Walk</b></p> <p>As a class, take a power walk in the schoolyard or surrounding neighbourhood. Have students observe and discuss the various types of trees and colours they see.</p> <p style="text-align: right;"><i>(continued)</i></p>  |



## TEACHER NOTES

The fitness management outcomes link to active living in GLO 5—Healthy Lifestyle Practices. There are also links between GLO 1—Movement and GLO 2—Fitness Management, since many of the movement activities contribute to fitness development.

Examples:

K.1.K.B.3a

- Floating Bubbles

K.1.K.C.1

- Partner Tag
- Puppy Tail Tag

S.1.K.A.1

- Rig-a-Jig-Jig
- “Give Me Five”

S.1.K.B.1

- Follow the Leader

S.1.K.B.2

- Octopus Tag
- Clean Your Own Backyard

Emphasize the importance of working together in parachute activities. For further parachute activities, see pages 225 to 230 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).

When students are tired, encourage them to keep moving (rather than sitting down) and to take deep, slow breaths (breathing in through the nose and out through the mouth).

Activities that involve taking students outside the school grounds require permission forms from parents/guardians.



## SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Activities**

Teacher: Participation Rubric

Observe students as they take part in the activities and assess their participation using the following rubric.



See BLM G–3: Participation Rubric (Appendix H).

| PRESCRIBED LEARNING OUTCOMES                                  | SUGGESTIONS FOR INSTRUCTION  |
|---|--|
| <i>Students will...</i>                                       |  |
| <input type="checkbox"/> <b>S.2.K.A.1a</b> <i>(continued)</i> | <p><i>(continued)</i></p> <p>◆ <b>Rhythmic Activities</b></p> <p>Have students explore the different movement concepts in response to audiotapes, drum beats, and so on, that will contribute to their personal fitness. For example, moving quickly will increase their heart rate, and taking weight on their hands and performing animal walks or movements will build arm and leg strength.</p> <p>◆ <b>Bridge Tag</b></p> <p>Practise a bridge balance. Give a sponge ball to three or four (depending on class size) taggers. If students tag a player, that person must make a bridge on hands and feet. That person is free to run again once another player goes under his or her bridge. Change the taggers often.</p> |





**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Aboriginal Link:** Include Métis, First Nations, or Inuit music as a part of the rhythmic activities.

Tag games with more than one tagger promote more activity and maximum participation.



| PRESCRIBED LEARNING OUTCOMES  | SUGGESTIONS FOR INSTRUCTION   |
|---|---|
| <i>Students will...</i>   |   |
| <input type="checkbox"/> <b>S.2.K.A.1b Sustain participation in moderate to vigorous activity for short periods of time, based on functional capacity.</b>  | <p>◆ <b>Run Your Age in Laps</b><br/>Have student run/jog/speed walk continuously to music until they have counted the number of laps that matches their current age.</p> <p>◆ <b>Outdoor Follow the Leader</b><br/>Students pair up: one is the leader and one is the follower. Have the leader walk, run, hop, gallop, or jump on a designated field area. On one given signal, the leader changes the movement. On another signal, the follower becomes the leader. On yet another signal, all students change partners.</p> <p>◆ <b>Move to the Music</b><br/>Have students move to music in their own way for an appropriate, progressive, set time.</p> |
| <div style="border: 1px solid black; padding: 5px;"><p><b>Curricular Connections</b><br/><b>MA:</b> Number (number concepts), Shape and Space (measurement)<br/><b>PE/HE:</b> S.1.K.B.1 (follow the leader)</p></div> |   |
| <hr/> <p>❖ <b>S.2.K.A.2 Determine own degree of exertion through simple methods (e.g., put hand on chest to feel increase in heart rate, “talk test” ...) while participating in physical activities.</b></p>         |   |



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Refer to activities suggested for learning outcome S.2.K.A.1a.

**Definitions:**

- **Moderate activity**— approximately 60% to 70% of maximum aerobic capacity (Kirchner and Fishburne, 146).
- **Vigorous activity**— approximately 70% to 85% of maximum aerobic capacity (Kirchner and Fishburne, 146).
- **Functional capacity**— performance level based on individual abilities and capabilities with respect to factors such as shortness of breath, target heart-rate zone.

◆ **Observation: All Moderate to Vigorous Activities**

Teacher: Scoring Rubric

Observe students as they participate in the activities. Using BLM G–8, fill in the names of students in the category describing their performance level. As a time saver, fill in only the names of students achieving a “3” or a “1” during the activity and add the other names later.



See BLM G–8: Aerobic Capacity Rubric (Appendix H).





## Fitness Management Outcomes: Kindergarten



### Knowledge

**K.2.K.B.1** Discuss the fact that daily physical activity makes muscles strong, including the heart.

### Skills

**S.2.K.A.1a** Participate in a wide variety of physical activities that contribute to skill/fitness development and enjoyment.

**S.2.K.A.1b** Sustain participation in moderate to vigorous activity for short periods of time, based on functional capacity.

### Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.