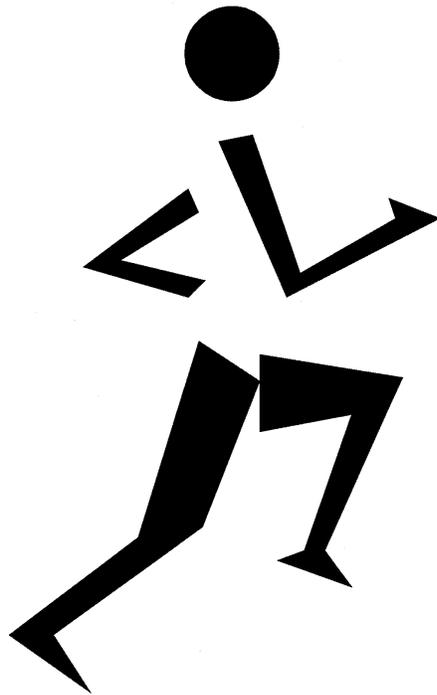


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# Grade 2

## **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.2.2.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.2.1.C.1a ➡ K.2.2.C.1a Show an understanding of the location of main internal body parts affected by exercise** (i.e., heart, lungs, bones, muscles).

**Curricular Connections**

**PE/HE:** S.1.2.A.1 (movement skills), K.2.2.C.3 (warm-up)  
**SC:** Cluster 1—Growth and Changes in Animals (changing characteristics of humans as they grow and develop), Cluster 2—Properties of Solids, Liquids, and Gases (air, oxygen)

**◆ Word Wall**

Work with students to develop a word list of body parts affected by exercise (i.e., heart, lungs, bones, muscles). Print the body-part vocabulary on cards and post them on a bulletin board. (See Word Wall, *K-4 ELA*, Strategies–199.)

**◆ Body-Part Tag**

Make up laminated cards (see teacher notes) of different body parts (e.g., muscles, bones, heart, lungs). Pass out equal numbers of the different body-part cards (one card per student). When the music starts, call out the name of one body part. All students with that body-part card raise their cards, become “it,” and try to tag the others. When caught, these students sit. When the music stops, everyone stands, a new body part is called, and a new game begins, approximately every 15 seconds. If the teacher calls out “everybody,” students must get into groups with every body part (at least one each of muscles, bones, heart, and lungs) and sit down together. The game requires continuous action and is a good warm-up activity.

**◆ Mr. Bones Relay**

Have students get into groups of three. Ask each group to select the following equipment to represent different body parts:

- one flying disc (head)
- two hoops (upper body, abdominal area)
- two badminton racquets (arms and hands)
- two safety play bats (legs)
- two paddles (feet)
- two blue 25-centimetre utility balls (lungs)
- one red 15-centimetre ball (heart)
- seven skipping ropes (muscles: one for each arm, each leg, and body areas, including the face)



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**



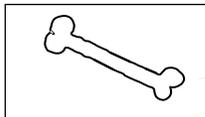
**Body-Part Cards:**

Purple



**Muscles**

White



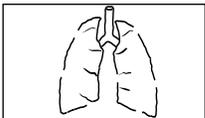
**Bones**

Red



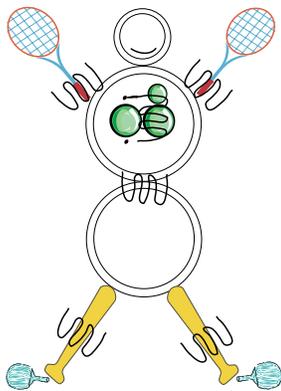
**Heart**

Blue



**Lungs**

Display an example of Mr. Bones on the gymnasium floor.



On the “go” signal, each team begins to assemble Mr. Bones at the opposite end of the gymnasium by transporting body parts one at a time.

As a variation, use various transport skills when retrieving the equipment. Scooters could also be used.



◆ **Observation: Body-Part Tag**

Teacher: Informal Inventory

During the explanation of Body-Part Tag, ask students to show the location of the four main internal body parts used in the game by placing a hand to their own corresponding body parts as they are called out.

◆ **Performance Task: Body-Part Tag**

Peer Assessment: Inventory

Have each student face a partner. Name the body parts affected by exercise, and have one partner point to its position on himself or herself while the other partner observes. Give two parts to one partner (i.e., heart and muscles) and two to the other partner (i.e., lungs and bones). Have students line up with their partners as they leave the gymnasium and state the number of parts they located correctly.

◆ **Observation: Mr. Bones Relay**

Teacher: Anecdotal

As students work in small groups to construct Mr. Bones, observe and note any students having difficulty.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<b>☐ K.2.1.C.1b ➡ K.2.2.C.1b</b> <b>Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases).	<b>◆ Learning Outcome Connection</b> Have students participate in the learning activities suggested for learning outcomes S.2.2.A.1a and S.2.2.A.1b to experience and to discuss the physical changes that occur in the body during physical activity.
<b>Curricular Connections</b> <b>PE/HE:</b> S.2.2.A.1a, S.2.2.A.1b (skill/fitness development) <b>SC:</b> Cluster 2—Properties of Solids, Liquids, and Gases (air, oxygen)	<b>◆ Stethoscope</b> Borrow stethoscopes from a local doctor’s office or health office and pair students by gender to listen to each other’s heart through the stethoscope. If stethoscopes are not available, have students bring cardboard tubes from paper towel, foil, or wax paper rolls. Have them place one end of the cardboard tube against their partners’ chests and put their ears to the other end and listen for a constant rhythm. If it is difficult to hear the beats, have students perform physical activities and then listen for the beats.
<hr/> <b>❖ K.2.2.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>	

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Questions for Discussion:**

Use the following questions for discussion as they apply to the different activities:

- What changes occur in your body during activity? Describe them.
- Does your heart beat more slowly or faster after activity?
- Is your body warmer or cooler after being active?
- Do you breathe faster or more slowly during activity?
- Does anyone feel sweat on his or her body?

For sterilization purposes, have alcohol wipes available for cleaning the stethoscope earpieces after each use.

Kits with stethoscopes are available from the Heart and Stroke Foundation of Manitoba.

“Pulse sticks” are also helpful. When students grip pulse stick for approximately five seconds, their pulse is indicated by a number (heart rate or beats per minute) and a small flashing, beating heart symbol.



**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ K.2.2.C.3 Recognize that proper warm-up activities** (i.e., light aerobic activity, stretching exercises) **prepare muscles for vigorous activities** (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...).

**Curricular Connections**

**PE/HE:** S.1.2.D.1 (aerobic activity), K.3.2.A.2 (range of motion)  
**SC:** Cluster 1—Growth and Changes in Animals (animal movements)

**✿ K.2.2.C.4 Identify personal factors** (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) **that influence physical activity participation and build self-confidence.**

**SUGGESTIONS FOR INSTRUCTION**

◆ **Aerobic Routine (light aerobic activity)**

Have students follow a demonstration of various aerobic patterns (see learning outcome S.1.2.D.1) linked together for a specified period of time or for the length of one song.

◆ **Beach Days (stretching exercises)**

Play music with a beach theme and have students perform an aerobic swim routine with some of the following actions and stretches:

- running
- front crawl
- skipping
- back crawl
- hopping
- breast stroke
- dog paddle
- plug your nose and jump in

**Variations:** Play music and have students perform each action for a specified number of repetitions or counts in time to the music. Have students work in pairs to follow each other’s actions. Other themes and actions can be used, such as Animal Stretches (see Animal Walks, learning outcome S.2.1.A.1a), Circus Act, or Cooperative Stunts.

◆ **Don’t Be Silly!**

Use bubble gum or a rubber band to illustrate what happens when a muscle stretches too far and too fast. Have students respond to the following questions:

- Why might the bubble gum or rubber band break apart?
- Why is it important not to stretch your muscles too far?
- Is it better to hold a stretch or to bounce frequently?

◆ **Star Adventure**

Play theme-related music and have each student stand inside a hoop (space ship) and move in his or her own path according to the music: loud—move quickly; quiet—bend down slowly in the hoop. When the music stops, give students challenges (e.g., push-ups, curl-ups, stretches, balances, transport skills, gymnastic movements involving weight transfer, creative movements).



## TEACHER NOTES

### Warm-ups:

Warm-ups serve the purpose of developing physical fitness and preparing the body for more vigorous activities. Proper warm-ups include two phases: a light to moderate aerobic activity, followed by one or more dynamic stretching exercises for each muscle group. For example, for a 30-minute class, a warm-up of three to five minutes of gentle whole-body exercise is an effective way to offer instant activity when the class arrives in the gymnasium.

The following activities (suggested in GLO 1—Movement) can be used as appropriate light to moderate aerobic activity for the warm-up:

- Follow the Signs—learning outcome S.1.2.A.1
- Bench Ball—S.1.2.A.2
- Bridge Tag—S.1.2.A.3
- “La Raspa”—S.1.2.D.1
- Basic Aerobic Patterns—S.1.2.D.1
- Pirate Tag—S.1.2.D.2
- “Sammie Says”—K.1.K.B.3b

Ensure that students understand that flexibility is important because being able to move the joints through a full range of motion reduces the likelihood of injury. Flexibility can be safely increased by gradually increasing the length of time stretches are held, the distance stretched, and the number of times the stretch is performed.

Continually check the latest information on contraindicated exercises as a safety precaution when selecting stretches and/or resources for lesson planning.



## SUGGESTIONS FOR ASSESSMENT

### ◆ Questioning/Interview: Warm-up Activities

Teacher: Inventory

Ask students how warm-up activities help prepare them for vigorous activity. With a large group, have students use adjectives to answer, but as a station activity, interview students individually.

#### Suggested Criteria:

Look for the following responses:

- body feels warmer
- muscles feel more limber, not as tight
- more mentally prepared
- body feels ready to move

### TEACHER NOTES (continued)

The following suggestions can make the exercises more effective and enjoyable:

- Encourage students to stretch to their own limits to feel tightness, but not to the point of pain.
- Encourage normal or slow breathing.
- Change sets of exercises often for variety.
- Provide music for interest.
- Demonstrate the exercises and have the class perform them slowly to learn correct form and timing.
- When performing static stretches, hold the stretch, without locking or hyperextending joints, for 10 to 30 seconds rather than performing bouncing, ballistic motions.

Invite a certified fitness leader to school to lead a fitness class.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>☐ S.2.2.A.1a Participate in cooperative and/or low competitive-type physical activities</b> (e.g., with partners, in small groups...) <b>that contribute to skill/fitness development and enjoyment.</b></p>
<p><b>Curricular Connections</b>  <b>ELA:</b> GLO 4—Enhance the clarity and artistry of communication (letter formation)  <b>PE/HE:</b> S.1.2.A.1, K.1.2.A.1, S.1.1.A.3 (movement skills), S.4.2.A.3 (appropriate behaviours)  <b>SS:</b> building community</p>
<i>(continued)</i>

**SUGGESTIONS FOR INSTRUCTION**

**◆ Outdoor Obstacle Course**

Have students work in small groups to follow each other through an obstacle course.

Example:

- Climb up the rungs to the slide.
- Slide down the slide.
- Walk along the low-level objects (e.g., wood frame surrounding play structure).
- Leap over ropes or sticks placed over cones on their sides.
- Try out the monkey bars.
- Hop through a hopscotch pattern.
- Jog around the soccer field posts.

**◆ Heart Smart Stations**

Set up station activities that keep students moving and active (e.g., jumping rope, jogging, dancing to music, using activity cards, playing tag).

**◆ The Human Alphabet**

Make cards with a letter of the alphabet on each. Play music and have students move about the gymnasium using a variety of transport skills (refer to learning outcomes S.1.2.A.1 and K.1.2.A.1). When the music stops, hold up an alphabet card and have students perform a stretch in the form of that alphabet letter for eight to ten seconds.

**Variation:** Have students work in small groups to make letters or small words.

**◆ Protect Your Partner**

In groups of four, have three players hold hands in a circle and try to keep the fourth player from touching the back of a selected circle player.

**Variation:** Have circle players move in different ways (e.g., jump sideways using a shuffle step).

*(continued)*



**TEACHER NOTES**

Select active dances that serve to enhance skill and fitness development.

Reinforce safety procedures for using large equipment.

**Benefits of Cooperation and Competition:**

- In the Early Years, emphasize cooperation rather than competition.
- Children need to learn to cooperate before they can learn to compete graciously.
- The importance of being a good team player is a significant lifetime skill that can be learned in both cooperative and competitive activities.
- Cooperative activities can teach students to be more considerate of others as they work together to achieve a common purpose.
- De-emphasize winning and losing in games.
- When choosing games, look for non-elimination and continuous games. If there is an elimination component, ensure that there is always a way to return to the game in a short time.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Observation: Any Activity**

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).

Ask students who exhibit either exemplary or inappropriate behaviour to write the date and the details of the event on a self-stick note. These notes can be saved and recorded at a later date.

◆ **Reflection: All Cooperative Activities**

Group/Self-Assessment: Rating Scale

Have students colour in one of the faces for each of the following statements.

**How did I/we work as an individual/group?**

**Rating Scale:**

- ☺ Always
- ☹ Sometimes
- ☹ Rarely

• I/We worked cooperatively.	☺	☹	☹
• I/We shared equipment.	☺	☹	☹
• I/We played by the rules.	☺	☹	☹

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**S.2.2.A.1a** *(continued)*

*(continued)*

◆ **Partner Strength Builders**

Have students work together cooperatively to complete the following challenges:

- **Partner Pull-Up:** Partners face each other, sitting down with feet touching, hold hands, and try to pull each other to a standing position.
- **Partner Back-to-Back Stand-Up:** Partners sit back to back, locking elbows, and push gently, using the legs, to help each other stand up.

Use safety and judgement when pairing students.

- **Partner Hand-Off:** Partners stand back to back and hand a ball back and forth from one side to another as quickly as possible (start with light balls).



**TEACHER NOTES**

See also “La Raspa” (learning outcome S.1.2.D.1) and Partner Pull (learning outcome K.1.2.B.2).



**SUGGESTIONS FOR ASSESSMENT**

◆ **Observation: Any Activity**

Teacher: Frequency Index

Observe students as they participate in activities/games and keep a cumulative frequency index on each student.

**Frequency Index**

Class List	Plays by the rules	Works cooperatively	Shares equipment	Comments

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<i>Students will...</i>		
<input type="checkbox"/> <b>S.2.2.A.1b Sustain participation in moderate to vigorous activity, using basic movement skills.</b>		
<table border="1"><tr><td><p><b>Curricular Connections</b></p><p><b>MA:</b> Shape and Space (compare terms, time)</p><p><b>PE/HE:</b> S.1.2.A.1, S.1.2.A.2, K.1.2.A.1 (movement skills)</p><p><b>SC:</b> Cluster 1—Growth and Changes in Animals (animal games), Cluster 3—Position and Motion (direction of force, describing movements)</p></td></tr></table>	<p><b>Curricular Connections</b></p> <p><b>MA:</b> Shape and Space (compare terms, time)</p> <p><b>PE/HE:</b> S.1.2.A.1, S.1.2.A.2, K.1.2.A.1 (movement skills)</p> <p><b>SC:</b> Cluster 1—Growth and Changes in Animals (animal games), Cluster 3—Position and Motion (direction of force, describing movements)</p>	
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	<p>◆ <b>Soccer Tag</b></p> <p>Select two students as taggers to wear pinnies and have them kick indoor soccer balls along the floor to tag other students (below the knee) with the balls. Once caught, students put on pinnies and become taggers (kickers). These taggers share five or six indoor soccer balls. The last two survivors (those without pinnies) start the next game. Tagged players will then take off their pinnies and help to catch the others.</p> <p>◆ <b>Dr. Dodge Ball</b></p> <p>Divide the class into two teams, one on each side of a centre line. Set up a “hospital” at each end of the gymnasium using mats. Appoint two students from each team as doctors and give each doctor a pinnie. Use lots of sponge balls. On the “go” signal, each team throws balls at the other team. If players get hit, they are injured and must lie down until a doctor pulls them by the arms along the floor to the hospital. They are then required to perform a “repair” exercise before they can return to play. Once doctors are hit, they turn in the pinnies and become regular players. The game is over once both doctors on a team are hit.</p> <p><b>Variation:</b> Hit doctors can pass the pinnies to other players.</p> <p>◆ <b>One-Two-Three-Four-Five</b></p> <p>Have students run, jog, speed walk, or jump rope continuously to music for one minute. In the next session, challenge students to move for an increased amount of time (e.g., two to five minutes).</p>	



## TEACHER NOTES

Remind students to kick low and gently as a safety precaution (e.g., balls kicked above knee level do not count as a tag).

Encourage students to keep more active by moving continuously and quickly into open spaces and suggest taggers chase after the balls.

Refer to Appendix I: Glossary or to learning outcome S.2.K.A.1b for definitions of moderate or vigorous activity and functional capacity.

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 can be designed to be more physically active in order to enhance students’ fitness levels.

Examples:

K.1.2.B.3d

- Tiger Tail Tag

K.1.2.C.3

- Fitness Tag

S.1.2.A.1

- Follow the Signs

S.1.2.B.2

- Name Game
- Bumblebee Tag
- Poison Pumpkin
- Mat Ball



## SUGGESTIONS FOR ASSESSMENT

### ◆ 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 timesaver, 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).

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**S.2.2.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.**

**Curricular Connections**

**MA:** Number (number concepts), Patterns and Relations (patterns, comparisons)  
**SC:** Cluster 2—The Senses (touch)

◆ **Heartbeat**

Have students put their hands on their chests to feel their heartbeats at rest. After students have participated in activities such as those suggested for learning outcomes S.2.2.A.1a and S.2.2.A.1b, ask them to check their heartbeats again to notice the increase.

◆ **Walkabout**

Have students work in pairs to take the “talk test.” Encourage partners to converse as they walk at a comfortable pace for a few minutes. Increase the pace to speed walking, jogging, and then running very fast. Lead the class in a discussion about their observations during the various phases of this investigation.

**Questions for Discussion:**

Use the following questions for discussion as they apply to the different activities:

- Does the heart beat slowly or fast while we are resting?
- Does the heart beat slowly or fast while we are participating in physical activity?
- Does the heart beat faster when we are walking or when we are running?



## TEACHER NOTES

Students should be able to determine that the heart beats more slowly at rest and faster during or after physical activity.



## SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Heartbeat**

Teacher: Checklist

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

- walking
- riding a bicycle
- stretching
- playing soccer
- playing catch
- jogging

**Variation:** On the classroom wall, post pictures of three hearts of different sizes (small, medium, and large) representing heart rates (slow, medium, fast). Have students answer the questions above by lining up in front of the heart representing the applicable heart rate.



As students participate in other physical activities, continue to ask them to identify the degree of exertion required.

◆ **Observation: Heartbeat**

Teacher: Informal Inventory

Observe students monitoring their degree of exertion using simple methods during and after their participation in physical activities.

**Suggested Criteria:**

Look for

- ability to talk while running/participating
- hand held on chest for heart rate



## Fitness Management Outcomes: Grade 2



### Knowledge

- K.2.1.C.1a** ➡ Show an understanding of the location of main internal body parts affected by exercise (i.e., heart, lungs, bones, muscles).
- K.2.1.C.1b** ➡ Recognize the physical changes in the body during physical activity (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases).
- K.2.2.C.3** Recognize that proper warm-up activities (i.e., light aerobic activity, stretching exercises) prepare muscles for vigorous activities (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...).

### Skills

- S.2.2.A.1a** Participate in cooperative and/or low competitive-type physical activities (e.g., with partners, in small groups...) that contribute to skill/fitness development and enjoyment.
- S.2.2.A.1b** Sustain participation in moderate to vigorous activity, using basic movement skills.
- S.2.2.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.

### 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.