



Fitness for all

Hayley Atkins
Teacher Designer



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Maintaining Wellbeing

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This Learning Element is published by Common Ground Publishing for the Teacher as



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designer project, a joint project of Common Ground Publishing, The Le@rning Federation, the Primary English Teaching Association and RMIT, Victoria. The Teacher as designer project, brought together 12 primary teachers from Queensland, NSW, ACT, Victoria, Tasmania and South Australia to write learning elements. Teachers integrated new digital content from The Le@rning Federation into their learning elements using the Learning by design approach to pedagogy developed by Mary Kalantzis and Bill Cope. Learning elements resulting from the project are available on the partner websites:

Common Ground: <http://tad.CGPublisher.com>
The Le@rning Federation: www.thelearningfederation.edu.au
Primary English Teaching Association (PETA): www.peta.edu.au

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LEARNING FOCUS



Knowledge Domain

Personal Futures

Scope of Learning

Maintaining Wellbeing

Learning Level

Grade 5/6

Prior Knowledge

A fitness trail is going to be erected in the school yard to help improve the fitness levels of students. Teachers can use this for their daily PE program as well as the children using it during play time.

WHAT WE'RE LEARNING



Our Subject

Health

Our Topic

Fitness for all

Our Class

Grade 5/6

What We Already Know

A new fitness trail is going to be put in the school yard.

KNOWLEDGE OBJECTIVES



As a result of completing this Learning Element, students will be able to:



- Understand that exercise is important to keeping a healthy body.



- Explain the circulatory, respiratory and muscular systems.



- Understand how a particular type of movement or exercise impacts on the body.
- Analyse how the school fitness trail improves the physical well being of students at the school.



- Apply movement skills in a range of environments.

FINDING OUT



As a result of completing this Learning Element, students will be able to:



- Explain why exercise is needed to keep their body healthy.



- Understand how the circulatory, respiratory and muscular are important to keeping healthy.



- Analyse the purpose of physical activities.



- Design a health and fitness plan for their family.

KNOWLEDGE PROCESSES



experiencing
the known



Tuning In

- 1.1 Finding out how much the students already know about the body.
Students work individually to draw a body with as many parts and systems as possible. Label.
- 1.2 Students keep a diary for a week of all the activities they do which are physical.
- 1.3 Brainstorm different sports/types of physical activities and display.

experiencing
the new



Sorting Out

2.1 Experience different types of physical exercise that can be accessed in our community: line dancing, netball, football, walking, running, hockey, dancing, using the play equipment at school, shooting hoops, hide and seek etc. Use experts in some of these areas to take the kids for a session. Discuss how the each activity makes the students feel, physically and emotionally. Record in a journal.

KNOWING THINGS



by being:
in your world



Learning Sequence 1: What do I already know about the body?

- 1.1 What parts of the body do I know?
Draw a body. Include as many body parts and systems as you can.
- 1.2 What am I already doing that is physical activity?
Keep a diary of all the physical activity I do for a week.
- 1.3 Brainstorm different sports and types of physical activities you know.

by being:
in new worlds



Learning Sequence 2: Let's exercise

- 2.1 Experience different types of physical activities.
- 2.2 How do different types of physical activities make me feel, physically and emotionally?

Finding Out

- 3.1 Make a list of the feeling/**physical responses** that occurred in the body from the journal entries students made.
- 3.2 Find out about the respiratory, circulatory and muscular systems of the body. Use the following sources:
TLF learning Objects:
#21 "Take a deep breath" and #772 "Heart and Circulation"
- What happens to your heart when you exercise? How does this affect the amount of blood moving around your body?
- Books (see appendix)
 - Encarta Reference Library

What are the concepts you hope students to learn from these sources?

Putting the research together

Demonstrate how one or more of the systems of the body work.
Through an information report, interactive diagram or a role play.

Learning Sequence 3: What happens to my body when I exercise?

3.1 Make a class list of the physical feelings that you experienced while exercising.

3.2 Explore the following resources to find out about the respiratory, circulatory and muscular system:

- Learning objects - 'Take a deep breath' and 'Heart and circulation'. Find out what happens to your heart and breathing when you exercise. How does this affect the amount of blood moving around your body?
- Books (see appendix)
- Encarta reference library

Learning Sequence 4: Demonstrating the body's systems

Choose one of three activities to complete to demonstrate one of the body's systems.

1. interactive diagram
2. information report
3. role play

Further developing and refining ideas

Students will be looking at what effect different types of physical activities have on the body.

- Complete Y charts on a range of physical activities.
- Classify the range of activities through common characteristics in the Y chart. Use one section of the Y chart at a time.
- Name each group. (E.g. endurance, lower body, upper body, fun, slow moving, fast moving, constant moving)
- Add other physical activities to each group.



Analysing the fitness trail

- Students are asked to investigate the following questions:
 - What is the purpose of the fitness trail?
 - What is the purpose of each section of the fitness trail?
- Interview an organiser or designer of the fitness trail.
- Use the 'Six thinking hat' strategy to analyse the fitness trail.



Simulation

- Students complete an individual fitness analysis of their own health and fitness levels.
- Students will be provided with simulated profiles of children and

Learning Sequence 5: What do I think?

From the list of brainstormed physical activities, complete a Y chart for at least 3 of them.

Compare the charts in groups.

Put together the physical activities which have common characteristics according to the Y charts.

Name each group according to the characteristic.

Are there any other physical activities you could add to the group?



Learning Sequence 6: The Fitness Trail

Answer the following question through an interview with an organiser of the fitness trail.

What is the purpose of the fitness trail?

Write an explanation of how each station of the fitness trail impacts on the body.

Discuss the fitness trial using the six thinking hats strategy.



Learning Sequence 7: Improving Physical Wellbeing

- Complete a record of your current health and fitness levels. What do you need to do to improve or maintain aspects of it.
- Choose one of the simulated profiles. It will explain briefly the

adults wanting to improve their physical wellbeing. They will need to recommend ways these people can achieve their goal.



Culminating Outcome

Students will design a fitness regime to suit the members of their family. They will need to interview their family members to find out what they would like to improve about their physical wellbeing.

life of an adult or child.

- Decide what you would recommend for this person.
- Create a written report to explain your choices. You will also be required to provide a verbal report and be prepared to answer questions to justify your choices.



Learning Sequence 8: Design a fitness regime

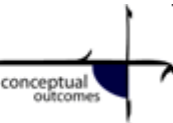
- Design a fitness regime for each member of your family.
- Interview each member of your family to find out:
What they would like to improve about their physical wellbeing.
What physical activity they currently do on a regular basis.
- Make a presentation about the fitness regime.

KNOWLEDGE OUTCOMES



Assessment Task 1 (see *Sorting Out* p. 8)

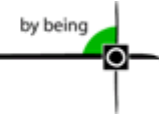
What physical, emotional and mental reactions do the students identify from their participation in the physical activities?



Assessment Task 2 (see *Putting Research Together* p. 9)

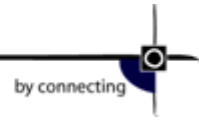
3.3 Students choose one of the systems to study further. Students present what they have learnt through an interactive diagram or role play or information report.

HOW WELL HAVE YOU LEARNT?



Assessment Task 1 (see *Learning Sequence 1* p.8)

What physical, emotional and mental reactions do the students identify from their participation in the physical activities?



Assessment Task 2 (see *Learning Sequence 4* p.9)

3.3 Complete the following task:

HOW DO THE BODY'S SYSTEMS WORK?

Research thoroughly one of the three body's systems.
Systems: Muscular, Respiratory, Circulatory

Choose one of the following activities to present your information:

- interactive diagram
- information report or
- role play



Assessment Task 3 (see Analysing Fitness Trail p.10)

Six hat thinking activity on the fitness trail



Assessment Task 4 (see Simulation p.10)

Advice provided for simulated people.

Assessment Task 5 (see Culminating Outcome p.11)

Fitness plan for family



Assessment Task 3 (see Learning Sequence 6 p.10)

Six hat thinking activity on the fitness trail.



Assessment Task 4 (see Learning Sequence 7 p.10)

Advice provided for simulated people.

Assessment Task 5 (see Learning Sequence 8 p.11)

Fitness plan for family

LEARNING PATHWAYS



Follow-on activities and learning experiences might include: combining mental, social and spiritual health with what they have learnt about physical health.

MOVING ON



What might we learn about next?
Other factors that effect health and wellbeing.



About this Learning Element

Description

This unit provides students with an opportunity to learn how they can have control over their fitness. They will learn how some of the systems in their body work when they exercise. Every day activities will be discussed as to how they can contribute to a healthy lifestyle. At the conclusion of the unit the students will be able to create a plan to assist the health and fitness of their family members.

Knowledge Domain

Personal Futures

Learning Level

Grade 5/6

About the Author

Author: Hayley Atkins

Position: Teacher

Affiliated Organisation: Scottsdale Primary School, Tasmania



About this Learning Element

Description

We will be finding out how to take control of our own fitness. After learning about what happens to our bodies when you exercise, we will learn about every day fitness activities. We will also have an opportunity to plan ways to help our families improve their health and fitness.

Subject

Health

Level

Grade 5/6

About the Author

Author: Hayley Atkins

Position: Teacher

Affiliated Organisation: Scottsdale Primary School, Tasmania