

The Best You Can Be

Time: 40 Minutes (one period)

Lesson Learning Goals:

By the end of the lesson students will be able to:

- Demonstrate an understanding of the components of physical fitness
- Identify and describe the factors that motivate participation in daily physical activity

Materials:

Everyone Jump CD (Song 4: *The Best You Can Be*)

CD player

Classroom Challenge Activity (at end of lesson)

Song Lyrics for Song 4: *The Best You Can Be* (at end of lesson)

Index cards

“Components of Physical Fitness” signs

Container for index cards

Lesson at a Glance:

1. Students will describe the components of physical fitness.
2. Students will identify and perform physical activities, including developing a fitness routine that will develop the components.

Teaching/Learning Strategies:

Prior to lesson, provide each student with a copy of the Classroom Challenge Activity and with Song Lyrics for Song 4: *The Best You Can Be*. Alternatively prepare lyrics for overhead use.

1. Fitness Components:

- a) Have student listen to Song 4: *The Best You Can Be* while following along with the lyrics.
- b) Have the class participate in a discussion on the four major components that contribute to fitness (see Notes to Teacher for definitions).
 - Muscular Strength
 - Muscular Endurance
 - Cardiovascular Endurance
 - Flexibility
- c) Have class brainstorm as many physical activities as they can and then places each exercise on an index card. Each exercise card is visually displayed underneath the appropriate category (e.g., how high they can jump under “muscular strength”, push-ups under “muscular endurance”, jumping jacks for a set time under “cardiovascular endurance”).

2. Indoor Small Space Activity:

- a) Students review the components of physical fitness listed above and the importance of being active everyday.
- b) Students brainstorm a list of activities that fit under Cardiovascular Endurance but are geared for classroom participation.
- c) Students take part in the Classroom Challenge activity (at end of lesson).
- d) After participating in the activity, each group puts together a one minute routine that includes activities from each of the four components of fitness. Each group then practices so that they

- can go to another class to lead them. Groups are encouraged to use the cardiovascular endurance activities from the activity they just participated in.
- e) Each group will go to another classroom during special periods/theme months or rainy day recesses, and lead indoor/classroom fitness routines.
 - f) Once the group is finished with their activity they will explain to the group the importance of being active every day.

3. “Fit!” Game:

- a) Index cards used during classroom brainstorming are marked with one letter/punctuation mark:
 - F = Muscular endurance
 - I = Muscular strength
 - T = Cardiovascular endurance
 - ! = Flexibility
- b) Students are divided into 4 to 6 groups and find a place in the gym. Stand in the middle of the gym with the cards placed in a container.
- c) On “Go”, one student from each group take turns running up to the bucket and blindly reaching for an index card.
- d) Students run the card back to their group and the group performs the activity on the card until the teacher calls: “Fit!” (approximately 30 seconds).
- e) On the “Fit!” cue, the next student from the group runs up and takes a card back to their group.
- f) Groups must continue to perform the activities, running back and forth until their cards spell FIT! (Students must return any duplicate cards back to the bucket during the game).

4. Student Reflection:

- a) Have students answer the following questions:
 1. Why is it important to have components from the four major components of fitness? What would happen if you only used one or two areas?
 2. What is the best way to improve on the components of fitness?
 3. What factors motivate you to be active? How could you incorporate these into the activities that you presented to your class or the other class?

Notes to Teacher:

Muscular Strength – the maximum tension that a muscle can exert in a single contraction. Maximum force in one repetition, an example would be grip strength. Most frequently strength is measured using muscular endurance activities rather than muscular strength activities because of the high intensity involved in measures of muscular strength.

Muscular Endurance – the ability of a muscle group to perform repeated contractions over a period of time (“how many times”), or maintain a contraction for a prolonged period of time. Muscular endurance activities involve using the muscles against some form of resistance. These activities help to increase muscular strength, and can also help improve posture.

Cardiovascular Endurance – the ability of the cardiovascular system to take in and deliver oxygen to the body in response to physical activity. The heart is the pump for the cardiovascular system. The heart pumps oxygenated blood throughout the body so it can be used for all the bodies’ activities including movement. Cardiovascular endurance activities involve continuous movement and benefit the heart, lungs and circulatory system.

Flexibility – the range of motion around a joint in the body. It is limited by the muscles, tendons, ligaments and bones around the joint. Flexibility activities involve stretching, reaching and bending and keep the bodies muscles relaxed and joints mobile.

Song Lyrics for Song 4: *The Best You Can Be*

A scientist has found after years of hard devotion
For staying fit and feeling good – there is a simple notion
All it takes is everyday to get yourself in motion
Now everyone agrees – you'll be the best you can be

So stand up – turn around – everybody sit back down!
The first thing that we all can see
Is that we watch too much TV!

In the morning, after school, at night before you sleep,
Get on the couch and watch TV, just sit there in a heap.
But staring at the screen, doesn't help your lungs or ticker,
The only thing you're moving is your hand to move the clicker.

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For staying fit and feeling good – there is a simple notion
All it takes is everyday to get yourself in motion,
Now everyone agrees – you'll be the best you can be.

So stand up – turn around – everybody sit back down!
Let's talk about another one
'Cause sittin' 'round won't get it done

When it rains or when it snows or when it's way too hot,
You think you're smart to stay inside and sit in just one spot
But your body needs activity, that's really good for you,
So make a plan if you're so smart and find something to do!

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For staying fit and feeling good – there is a simple notion
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So stand up – turn around – everybody sit back down!
A computer helps to make you smart
But it does nothing for your heart!

Your body's full of arteries, capillaries and veins,
They carry all your blood from your toes up to your brain.
Exercise will build your heart and help to pump the blood,
But surfing on the Internet does none of the above.

A scientist has found after years of hard devotion
For staying fit and feeling good – there is a simple notion
All it takes is everyday to get yourself in motion,
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So stand up – turn around – everybody sit back down!
Electronic games are fun to play,
But there's one thing I'd like to say.

Technology has come so far and any game you choose,
You control the hero's fate will they win or lose?
Wires, plugs and toggles, make them move from scene to scene,
But you're the one who has to move to maintain your machine.

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Classroom Challenge Activity

NOTES TO TEACHERS

- Where space is limited change jumping jacks to chicken jacks.
 - For warm-up, play song once through.
 - For activity, play song a minimum of twice through.
 - For cool-down, play song once through.
 - Class starts activity together and finishes activity together in the center of the room. In small groups, students perform different fitness activities as indicated on station cards located around the room. During the lyrics **“So stand up – turn around”** students jog to the next station. Be mindful of facility space and number of students – it may be safer for students to walk briskly. Each station contains two activities. The first is performed during the first verse after the chorus and the second is performed during **“A scientist has found...”**.
 - Encourage students to move continuously throughout the entire activity.
- ⚠ Visually inspect floor to identify hazards for removal and check floor provides good traction.
- ⚠ Remind students to be cautious when moving and to be aware of the personal space of others.
- ⚠ For activities that include hopping and jumping, review safe landing technique (e.g., landing on balls of feet with bended knees).

WARM-UP

Instrumental

- March on the spot.

Part A “A scientist has found...”

- Grapevine step to the right (4 counts).
- Grapevine step to the left (4 counts).
- Grapevine step to the right with a full turn (4 counts).
- Grapevine step to the left with a full turn (4 counts).

Grapevine step: step out to side on right foot, cross left foot behind right foot, step out to side with right foot, tap left foot beside right foot.

Part B “So stand up – turn around”

- Stand up straight (2 counts).
- 360 degree turn (2 counts).
- Squat with hands on knees (4 counts).
- 4 jumping jacks (8 counts).

Part C “In the morning, after school, at night before you sleep”

“When it rains or when it snows or when it’s way too hot”

“Your body’s full of arteries, capillaries and veins”

“Technology has come so far and any game you choose”

- Walk/jog 8 steps to the front and 8 steps to the back while moving arms in any funky manner (e.g., rolling hands, disco arms, hitchhiker thumbs) (16 counts).
- Repeat (16 counts).

GETTING ACTIVE: CLASSROOM CHALLENGE

LYRICS

Instrumental

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MOVEMENT

Jog on the spot together in the center of the room

Jumping jacks together as a class

Students jog (or briskly walk) to stations and
continue to jog (or briskly walk) while reading the
next fitness activities

Station 1 – Activity 1
Opposite knee to elbow jog:

- *Jog while reaching opposite elbow to knee*

Station 1 – Activity 2
Cross country skier:

- *Start with right leg and left arm forward and left leg and right arm behind body*
- *Jump and bring left leg and right arm to the front and right leg and left arm back*
- *Repeat*

Students jog to next station

Station 2 – Activity 1
Gluteal kicks:

- *Jog on the spot with heels kicking up behind body*

Station 2 – Activity 2
Karate kicks:

- *With a slight lean back, kick starting with a knee bend. Kick to the front or to the side*

Students jog to next station

Station 3 – Activity 1
Jump and twist:

- *Jump and twist lower body while keeping shoulders facing forward*

Station 3 – Activity 2
Knee lifts:

- *Jog while lifting knees up high to waist height*
- *Arms are reaching overhead*

Students jog to next station

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MOVEMENT

Station 4 – Activity 1

Double time jog on the spot:

- *Jog on the spot as fast as possible*

Station 4 – Activity 2

Bell hops:

- *With feet together, continuously hop front to back*

Return to the centre of the room making a circle formation

COOL-DOWN

- With low march steps, raise both arms above head and shake hands, then drop arms down by sides (4 times).
- March and shake hands out to sides, then drop down by sides (4 times).
- With legs in a wide straddle, lunge slowly from side to side (8 times).
- Hold lunge to right side and raise left arm up (8 counts).
- Repeat to other side.
- Raise arms up while taking a deep breath in, exhale when lowering arms.
- Repeat to end of song.