

Fitness Program- Stage 1

10 Week Program Overview:

- 1- Cardiovascular fitness games
- 2- Cardiovascular fitness games
- 3- Fitness testing
- 4- Strength/ x circuit
- 5- Cardiovascular fitness/ skipping
- 6- Cardiovascular fitness/ circuit/ skipping
- 7- Cardio/ strength/ ball games
- 8- Strength/ cardio/ boxing
- 9- Fitness testing
- 10- Strength/ cardio/ boxing/ catch up on assessment



Unit: Fitness

Time Allocation: 10 Weeks (50min lesson)

Strands covered: Movement Skill and Performance & Healthy, Safe and Active Lifestyles

Year group: 1 / 2

Class:

Unit Description: Students will explore a range of fitness activities which aim to develop muscular strength, cardiovascular endurance and agility to improve overall fitness. These components of fitness are pivotal in the arborisation of nutrients by the body, digestive process and physiological process which enable students to live healthy, active lifestyles. Through the diversity of the program students will perform various fitness activities which they will be able to use throughout their life to sustain and improve their fitness.

Outcomes

A student:

- performs movement skills in a variety of sequences and situations PD1-4
- proposes a range of alternatives to solve movement challenges through participation in a range of activities PD1-5
- describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-10
- incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences PD1-11
- explores actions that help make home and school healthy, safe and physically active spaces PD1-7
- participates in a range of opportunities that promote physical activity PD1-8
- demonstrates self-management skills in taking responsibility for their own actions PD1-9

Skills

- Self-management
- Interpersonal
- Movement
- Critical and creative thinking
- Personal and social capability
- Numeracy
- Literacy

Content

Movement Skill and Performance

- demonstrate movement skills and movement sequences in a variety of contexts, for example:
 - perform locomotor skills using different body parts to travel in different directions, eg walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling
 - use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling
 - demonstrate stability and body control balances, eg vee sit, lunge, knee scale, arabesque
 - demonstrate balances on different parts of the body and make different shapes, eg using three body parts, one hand and one foot
 - combine fundamental movement skills to perform a simple movement sequence
- apply movement concepts to create and perform movement sequences, for example:
 - demonstrate changes in speed, direction and level of movement in response to changes in music tempo, eg in rhythmic and expressive activities
 - create, follow, repeat and alter movement sequences in response to rhythm, music or words, eg rhythmic and expressive activities, minor games
 - perform movements using relationships, eg under, over, through and between objects, people and equipment
- propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMP031)
 - select and implement different movement skills and concepts to be successful in a game and/or physical activity
 - identify appropriate strategies and/or tactics to influence achievement in games and physical activities
 - compare different types of movements and identify which ones are easier and harder, eg locomotor, non-locomotor and object control skills
 - persist with more difficult movements in a range of physical activities regardless of success
 - predict possible outcomes of alternative actions and decide which is likely to be the most effective
 - reflect on performance and identify and demonstrate ways to perform a skill more successfully
 - seek and respond to feedback from peers or teachers on their performance

Assessment

Formative assessment will take place during each lesson to monitor student’s learning and provide ongoing feedback to improve skill development.

Summative assessment will take place during weeks 3 & 9 of the program to evaluate student skill level.

Resources

<https://educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=>

<https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/?year=12994&strand=Personal%2C+Social+and+Community+Health&strand=Movement+and+Physical+Activity&capability=ignore&capability=Literacy&capability=Numeracy&capability=>

https://www.who.int/dietphysicalactivity/factsheet_young_people/en/

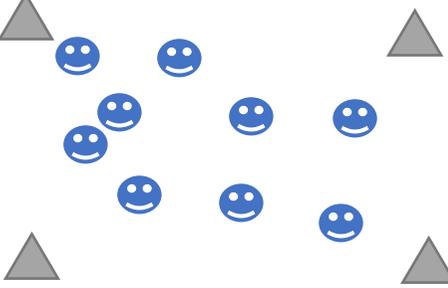
- use strategies to work in group situations when participating in physical activities, for example: (ACPMP030)
 - work cooperatively with a partner when practising new skills
 - communicate positively when working in groups to encourage others and promote inclusion
 - describe and/or demonstrate how to include others in physical activity
- identify rules and fair play when participating in physical activities, for example: (ACPMP032)
 - demonstrate turn-taking and safe sharing of equipment when participating in physical activities and minor games
 - explain how rules contribute to personal safety and fair play and apply them in group activities

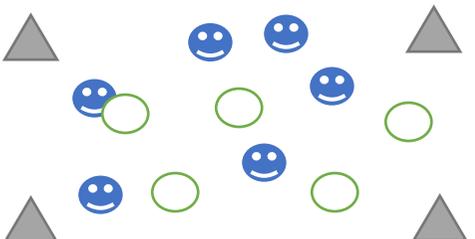
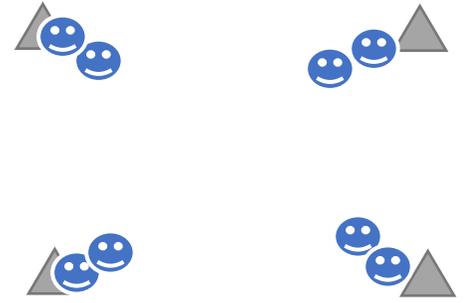
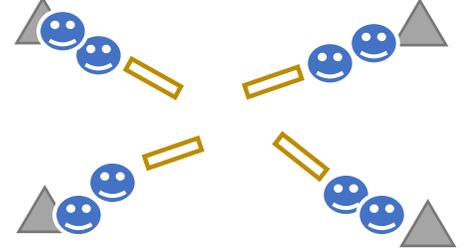
Healthy, Safe and Active Lifestyles

- describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018)
 - predict outcomes of personal choices in order to make safe decisions
 - identify and participate in opportunities that promote healthy decisions, eg free-time play
 - identify and participate in opportunities that could encourage themselves and others to be physically active at school, home and in the community, eg outdoor recreation activities, moderate-to-vigorous games and activities
- practise strategies they can use to support their own and others’ health, safety and wellbeing, for example: (ACPMP030)
 - develop respectful relationships with peers and other people through interaction and cooperation in organised group activities
 - develop and demonstrate inclusive strategies to work cooperatively in games and physical activities
- explore actions and opportunities to promote and celebrate healthy, safe and active living, for example:
 - participate in new and unfamiliar physical activities to develop fitness and health

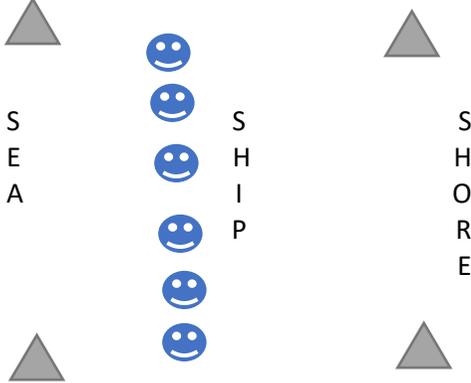
Teacher Reflection & Evaluation:

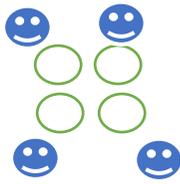
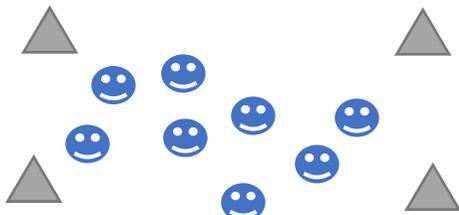
**Week 1 fitness:
Cardiovascular fitness games**

Segment & Timing	Strategies & instructions	Organisation/ Diagram
<p>Introduction</p> <p>2 min</p>	<p>Greet students and explain lesson focus, boundaries marked by cones and expectations of the students.</p> <p>Introduce focus for the lesson; cardiovascular (running) games.</p>	<p>Cones/ boundaries </p> <p>Students  Ladder </p> <p>Teacher  Hoola hoop </p>
<p>Warm up/ partner activities</p> <p>20 min</p>	<p>Red rover cross over</p> <ul style="list-style-type: none"> - Students start at side-line with three students in - When whistle goes students must attempt to run from one side of the playing field to the other without being tagged - Each time a student is tagged they are also in (build up so everyone gets in) <p>Partner activates:</p> <ul style="list-style-type: none"> • Knee tag & foot tag: students must try to tag their partners knees/ feet standing a maximum of one metre away from their partner always facing them. • Squat, clap, jump, twist: face opposite directions, students must squat down, jump and turn 180 degrees while clapping hands as they pass in the air. • Sit down and stand up challenge: sit down back and link arms. Students must try to stand without touching the ground with their hands/ arms. <p>Stretch</p>	
<p>Body of lesson:</p> <p>30 min</p>	<p>Flag tag</p> <ul style="list-style-type: none"> - Each student gets a tag and tucks it into their shorts/ pants/ skirts - Everyone is in - Players must run around in designated area and take as many tags as possible - They must tuck the tags in once they have taken them from others - Aim is to have as many tags as possible - No one is out game continues - Repeat 	

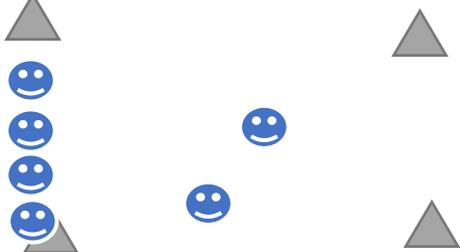
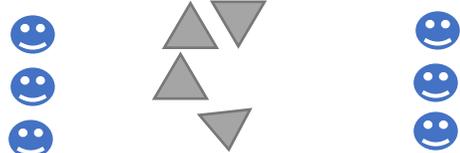
	<p>Safe zone</p> <ul style="list-style-type: none"> - 10 hula-hoops spread randomly in the playing area, which are safety zones. - Players can stay 10 seconds in a safety zone. - Only one player is allowed in a hoop at a time must hold a squat - On the go signal, 4-6 taggers chase and try to tag someone. If successful, they change places and hand the new tagger their braid. 	
	<p>Criss-Cross</p> <ul style="list-style-type: none"> - Equipment: Markers x 4 - Divide class into 4 teams. - Each team has a separate corner. - The aim of the game is to see which team can get to the opposite (diagonal) corner the fastest, using the method the leader calls out (eg. if the leader calls out "hopping," the teams must hop to the opposite corner). - This will create quite a "traffic jam" in the middle each time. - Keep score of which team wins each crossing. First team to 5 wins. 	
	<p>Stealing the cheese</p> <ul style="list-style-type: none"> - Same set up as previous game - 4 ladders placed in front of each team - 15 braids/ balls in the middle - One at a time student must run though the ladder and steal the cheese - They must go back through the ladder and high five the next person to go 	
	<p>Rock Paper scissors</p> <ul style="list-style-type: none"> - Students in 6 even lines facing a group joined by hooler hoops - One at a time student must jump through the hoop - When the two players from each team meets, they will play scissors paper rock - The inner will continue to jump forward, the loser will go back to their starting line - Each time a player gets to the end is a point for their team 	

Week 2 fitness
Cardiovascular fitness games

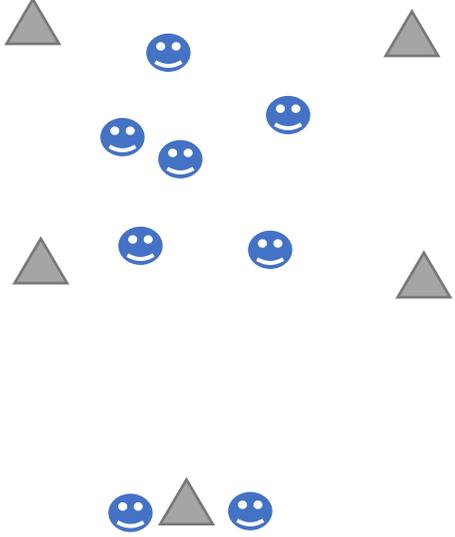
Segment & Timing	Strategies & instructions	Organisation/ Diagram
<p>Introduction</p> <p>2 min</p>	<p>Greet students and explain lesson focus, boundaries marked by cones and expectations of the students.</p> <p>Introduce focus for the lesson; cardiovascular (running) games.</p>	<p>Cones/ boundaries </p> <p>Students  Ladder </p> <p>Teacher  Hooler hoop </p> <p>Hurdle </p>
<p>Warm up/ group activities:</p> <p>20 min</p>	<p>Sea, ship, shore</p> <ul style="list-style-type: none"> - Divide playing area into three sections - Middle is the ship, right is the shore, and left is the sea - Students must run, skip, hop, jump to designated area when called <p>Catch the dragon's tail</p> <ul style="list-style-type: none"> - Groups of 4/5 line up holding the hips of the person in front of them - One person is standing 1 metre away from group facing them - They must try to tag the last person in the line and the group must try to protect them without letting go of hips) <p>Stretch</p>	
<p>Body of lesson:</p> <p>30 min</p>	<p>Partner tag</p> <ul style="list-style-type: none"> - In pairs students must start on opposite sides of the grid. - Designate one group to be in and they must try to tag their partner. - You can only tag your partner once caught give them an activity to do e.g. 3 push-ups/ 5 squats) 	

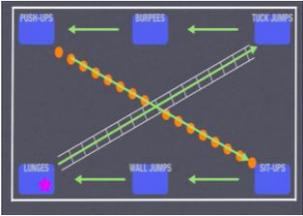
	<p>Agility course</p> <ul style="list-style-type: none"> - Set up multiple ladders, hurdles, cones for kids to dodge through, hoops for kids to do long jumps, and 20m run. - Students are in teams of 3/4 trying to complete the course before the other teams. - There will be about 5 of each course set up. 	
	<p>Front support game</p> <ul style="list-style-type: none"> - Kids in groups of 4 each with a hooler hoop set out in a square. - There are three bean bags in the square and students must attempt to throw it into someone else's hooler hoop. - Player at the end of the game with no bean bag/s wins - Play for 30sec and change groups. 	
<p>If time permits</p>	<p>Giant Continuous Hand Tag</p> <ul style="list-style-type: none"> - Five students are in and wearing giant hands - Students must run away from taggers while remaining in designated area - Once tagged students will take the tag and become a new tagger 	

Week 3 fitness
Fitness testing

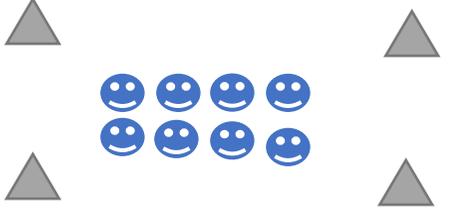
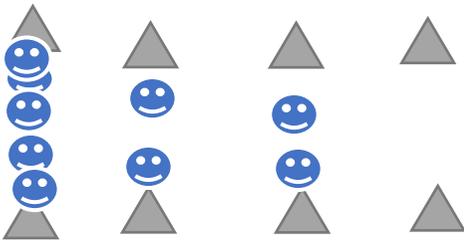
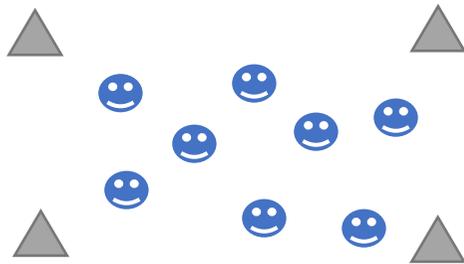
Segment & Timing	Strategies & instructions	Organisation/ Diagram
<p>Introduction</p> <p>2 min</p>	<p>Greet students and explain lesson focus, boundaries marked by cones and expectations of the students.</p> <p>Introduce focus for the lesson; fitness testing</p>	<p>Cones/ boundaries </p> <p>Students  Ladder </p> <p>Teacher  Hooler hoop </p> <p>Hurdle </p>
<p>Warm up</p> <p>10 min</p>	<p>Octopus tag</p> <ul style="list-style-type: none"> - Three students in and wearing coloured braids to stand out - They will attempt to tag all of their classmates - When this occurs, the students tagged must squat where they are and not move, trying to use their 'octopus' arms to tag other runners who still in the game - Repeat with different taggers <p>Stretch</p>	
<p>Body of lesson: Testing</p> <p>40 min</p>	<p>Fitness testing</p> <p>Students will complete:</p> <ul style="list-style-type: none"> - 50m sprint (speed over distance) - Standing long jump (two-foot take-off and landing- measure from back of rear foot) - Agility test (Students run forward 5m, side step left 3m, side step right 3m and run backwards to original starting position) - Sit up test (number of sit ups in 1 minute) - Push up test (number of correct push ups a student can achieve) 	
<p>Game: If time permits</p>	<p>Dome Flip (5 min)</p> <ul style="list-style-type: none"> - 2 teams start on side lines - One side has to flip domes the right way up and other teams have to flip domes the wrong way - Games goes for 1-minute team with the most domes their way wins - Repeat 3 times 	

Week 4 fitness
Strength & circuit training

Segment & Timing	Strategies & instructions	Organisation/ Diagram
<p>Introduction</p> <p>2 min</p>	<p>Greet students and explain lesson focus, boundaries marked by cones and expectations of the students.</p> <p>Introduce focus for the lesson; strength activities and circuit training.</p>	<p>Cones/ boundaries </p> <p>Students  Ladder </p> <p>Teacher  Hooler hoop </p> <p>Hurdle </p>
<p>Warm up/ group activities:</p> <p>20 min</p>	<p>Everyone is it</p> <ul style="list-style-type: none"> - Game of tag where everyone is in - When tagged students must crouch down and watch their tagger - When the person who tagged them is tagged, they are back in the game and the person tagged must crouch down and watch their tagger - If two people tag each other at the same time scissors, paper, rock must be used to determine who has to crouch (loser of game crouches) <p>Eyes, toes, cones</p> <ul style="list-style-type: none"> - In groups of two with a cone - Students must start in a squat position and listen to instructor call eyes, ears, knees, toes, etc which the students must touch that body part - When cones are called the students must react quickly and try to pick up the cone - Increase so they have to run away 10m while partner chases them <p>Stretch</p>	

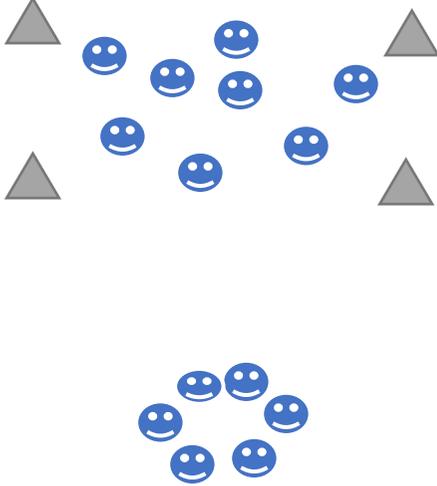
<p>Body of lesson</p> <p>30 min</p>	<p>X Circuit</p> <ul style="list-style-type: none"> - 4 students will start on each station. - They will complete the activity at each station at their own pace and move anticlockwise to the next activity - When they reach the end of the line the students will cross diagonally across the court by going through the ladder, hurdles or weaving through the cones or jumping into the hoops. - Aim is to complete the circuit as fast as possible with the correct technique. - Set penalties such as redoing the activity or compelling a 20m run if an activity is done incorrectly or skipped. 	
	<p>Cyclone</p> <ul style="list-style-type: none"> - Groups of 6 with five of the students holding hands in a circle other person on the outside - One person in the circle 'it' and the student on the outside must aim to tag the person - Everyone gets a turn for (30sec) each - Repeat twice for students to attempt to beat their first score if time permits 	
	<p>Tug a war</p> <ul style="list-style-type: none"> - Lay rope out flat on the ground - Two even teams pick up the rope with first person starting at a cone on each side of the rope - Each team aims to pull the first person in the line over the designated area marked between the two teams. 	

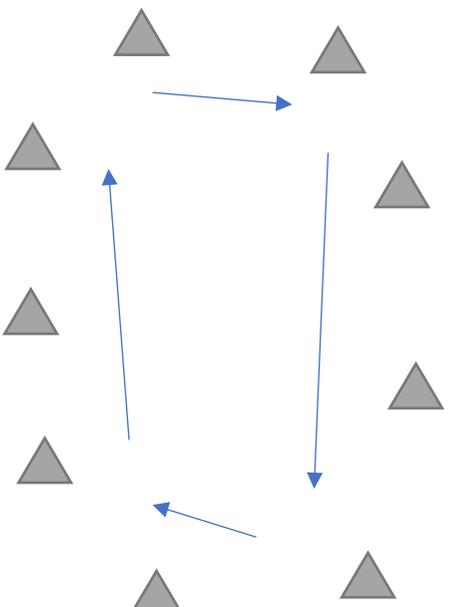
Week 5 fitness
Cardiovascular fitness- skipping

Segment & Timing	Strategies & instructions	Organisation/ Diagram
<p>Introduction</p> <p>2 min</p>	<p>Greet students and explain lesson focus, boundaries marked by cones and expectations of the students.</p> <p>Introduce focus for the lesson; skipping</p>	<p>Cones/ boundaries </p> <p>Students  Ladder </p> <p>Teacher  Hooler hoop </p> <p>Hurdle </p>
<p>Warm up/ group activities:</p> <p>20 min</p>	<p>Rats and rabbits</p> <ul style="list-style-type: none"> - Two lines standing next to a partner - One-line rats, other is rabbits - When rats are called, they must run to the side-line and the rabbits must chase their partner - Same occurs when rabbits are called <p>Slide tag-</p> <ul style="list-style-type: none"> - 6 students in and must side step along line trying to tag rest of the class - The rest of the class are aiming to run from one side to the other pas the taggers - If they are tagged, they must go back to the beginning and try to cross again 	 
<p>Body of Lesson</p> <p>30 min</p>	<p>Normal skipping in a space</p> <ul style="list-style-type: none"> - Straight jumps - Criss cross - backwards - double jump - skier (side to side) - bell (back and forward) 	

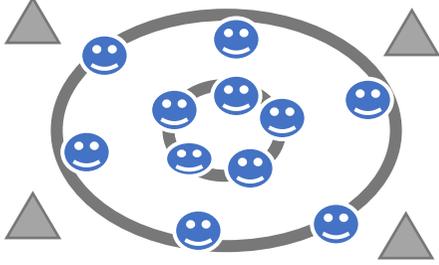
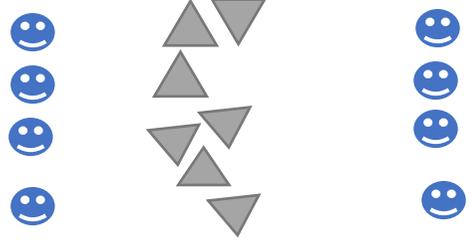
<p>Extension Activities</p>	<p>With a partner</p> <ul style="list-style-type: none"> - Assisted wheel - Link jump - Big wheel - Travelling 	<p>The infographic is titled "PARTNER WORK" and "3 OR MORE JUMPERS". It features several illustrations of people performing different jump rope techniques:</p> <ul style="list-style-type: none"> Big Wheel: Shows three people holding a single rope that forms a large wheel shape. Assisted Wheel: Shows one person jumping while another assists by holding the rope. 3 Person Shared Rope: Shows three people holding a single rope together. Travelling: Shows a line of people holding a rope that moves along the ground.
	<p>Relay races</p> <ul style="list-style-type: none"> - Students in teams of 3 - They must skip out and around a cone approximately 20m away - Type of skipping can change e.g. forwards, backwards, running, jumping with feet together) 	<p>The illustration shows three blue circular icons with smiling faces and a grey triangle, representing a team of three and a cone used in relay races.</p>

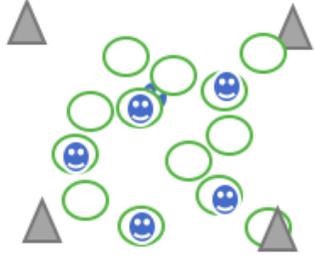
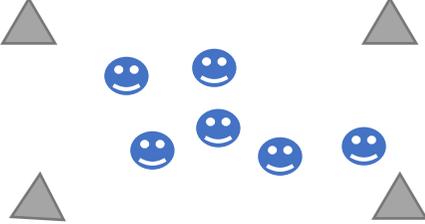
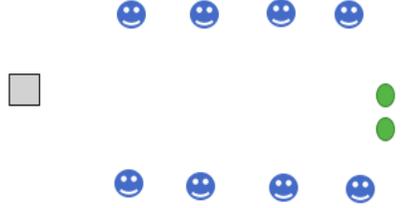
Week 6 fitness
Cardiovascular fitness- skipping- circuit

Segment & Timing	Strategies & instructions	Organisation/ Diagram
<p>Introduction</p> <p>2 min</p>	<p>Greet students and explain lesson focus, boundaries marked by cones and expectations of the students.</p> <p>Introduce focus for the lesson; skipping circuit</p>	<p>Cones/ boundaries </p> <p>Students  Ladder </p> <p>Teacher  Hoola hoop </p> <p>Hurdle  Elastic </p>
<p>Warm up/ group activities:</p> <p>20 min</p>	<p>Musical Freeze</p> <ul style="list-style-type: none"> - Students moving around (using various movements called by the teacher) in designated area - When the music stops students must freeze - A number will be called, and students must get into groups of that amount <p>Extension:</p> <ul style="list-style-type: none"> - A number and letter will be called. Students have to form groups of that amount and make the letter called using their bodies. <p>Squat soccer</p> <ul style="list-style-type: none"> - Students in groups of 6 all standing in a squat position in a circle with toes touching - With flat hands and straight arms, the students must stop others from scoring a goal which is when the ball goes through someone in the group's legs - If this occurs the student who scored gets to choose 3 fitness activities the group must complete - The game continues <p>Stretch</p>	

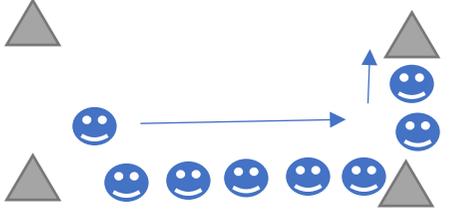
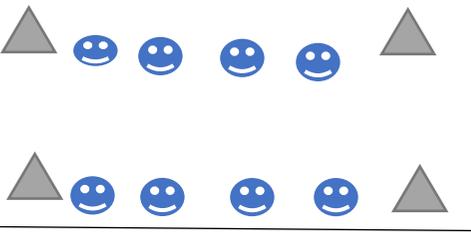
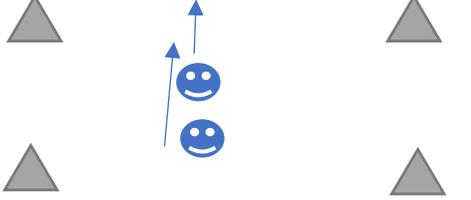
<p>Body of lesson</p> <p>30 min</p>	<p>Skipping & Strength Circuit</p> <p>In groups of 3 students will remain at each station for 30 seconds and complete the activities. When the whistle blows they will move clockwise to the next station</p> <p><u>Activities include:</u></p> <ol style="list-style-type: none"> 1. Balance boards throwing bean bags: balance on a balance board and use bean bags to throw to each person in the group. Aim is to not fall off or drop the bean bag. 2. Ropes- skipping by self 3. Hurdles: one leg runs over hurdles, two leg jumps, sideways, etc. to move over the hurdles. 4. Ladders: one leg runs through, two feet in each rung, grapevine, etc to move through the ladder 5. Ropes- In pairs 6. Relay race to put the bean bags on the cone: taking one bean bag at a time student must try to place the bean bags on 4 cones before their partner. The other student will say 'go' and each person will get to play each other. 7. Ropes- One big rope 8. Roll the dice: this will determine how many of each activity the students will complete 9. Cattle bell swings: students stand on a designated area and squat down to swing the cattle bell and stand up swing it out in front of face with straight arms 	
<p>If time permits</p>	<p>Elastics</p> <ul style="list-style-type: none"> - Groups of 3/4 - Students say 2, 4, 6, 8, inside outside, puppy dog tails as they jump over and land on the elastics - Ensure all students have a turn 	

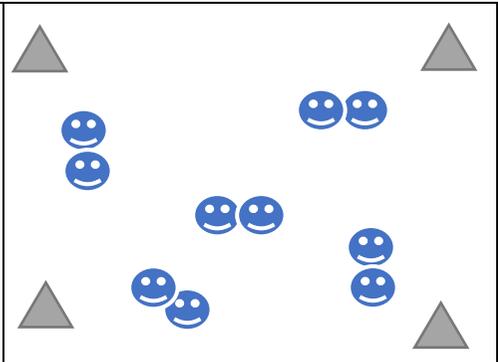
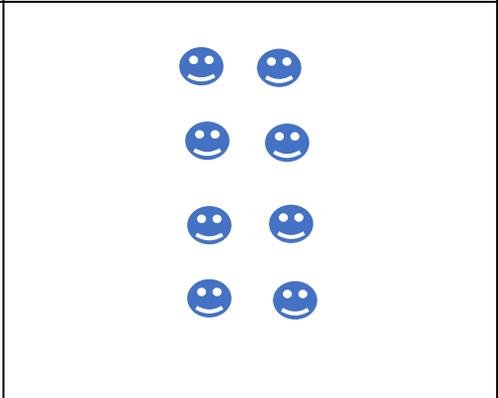
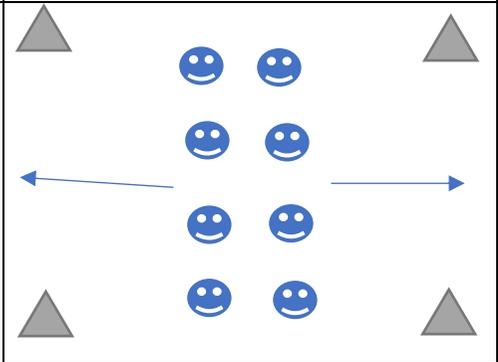
Week 7 fitness
Ball games/ fitness activities

Segment & Timing	Strategies & instructions	Organisation/ Diagram
<p>Introduction</p> <p>2 min</p>	<p>Greet students and explain lesson focus, boundaries marked by cones and expectations of the students.</p> <p>Introduce focus for the lesson; ball games</p>	<p>Cones/ boundaries </p> <p>Students  Ladder </p> <p>Teacher  Hooler hoop </p> <p>Hurdle  Elastic </p>
<p>Warm up/ group activities:</p> <p>20 min</p>	<p>Circle tag</p> <ul style="list-style-type: none"> - Two circles of kids running in different directions (one large and one small circle) - When the whistle blows the students on the inside must attempt to make it to the outside circle without being tagged - The outside circle must attempt to tag the inside circle - Outside circle keeps tags and counts the amount of tags they obtain at the end <p>Chain tag</p> <ul style="list-style-type: none"> - One person in when they tag someone, they must hold hands with that person and try to tag other people. - All students must remain in designated area at all times, if they run out, they join chain. - When others are tagged, they link on and hold hands with the other tagged students, so the line has numerous people holding hands - Have 2 games going at once for safety <p>Stretch</p>	
<p>Body of lesson:</p> <p>30 min</p>	<p>Dome Flip</p> <ul style="list-style-type: none"> - 2 teams start on side lines - One side has to flip domes the right way up and other teams have to flip domes the wrong way - Games goes for 1-minute team with the most domes their way wins - Repeat 3 times 	

	<p>PAC man- hop</p> <ul style="list-style-type: none"> - Hoops are placed randomly, and students must hop or jump always staying inside a hoop moving around the area - 5 students are taggers who are holding balls and must also hop or jump in the hoops. They must try and tag their classmates. - When tagged students must walk out of hoops and complete 5x high knees (encouraging high knees with arms used for power). - Change regularly 	
	<p>Ball tag</p> <ul style="list-style-type: none"> - Groups of 6 students must try to tag the person wearing the braid as many times as possible in 1 minute - Each time the person gets tagged they must add it on and remember their total - The person with the least amount of tags is the winner - The winner gets to choose the exercise the group must complete 10x 	
<p>Extension Activity</p>	<p>Numbers</p> <ul style="list-style-type: none"> - Students are in four even lines with two groups playing against each other - Students are given a number 1-7 with person opposite to them given the same number - When their number is called, they must run in to collect a ball and pass back and forth to all players in their team - They must run down to the end touch or throw the ball at the designated area (see grey square) - They must collect the ball as quickly as possible and return the ball to its original position and go back to their place in the line. - Repeat multiple times to all players get multiple opportunities <p>Extension</p> <ul style="list-style-type: none"> - Add additional balls so more than one person can go at a time - Only allow overarm/ underarm/ one handed passes/catches to be used 	

Week 8 fitness
Strength activities- cardiovascular fitness- boxing

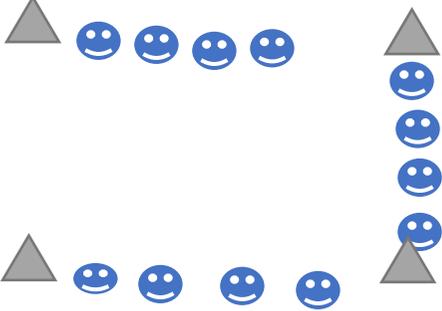
Segment & Timing	Strategies & instructions	Organisation/ Diagram
<p>Introduction</p> <p>2 min</p>	<p>Greet students and explain lesson focus, boundaries marked by cones and expectations of the students.</p> <p>Introduce focus for the lesson; boxing</p>	<p>Cones/ boundaries </p> <p>Students  Ladder </p> <p>Teacher  Hooler hoop </p> <p>Hurdle  Elastic </p>
<p>Warm up/ group activities:</p> <p>20 min</p>	<p>Catch up</p> <ul style="list-style-type: none"> - All students running in a line around a circle - Last student must make it to the front of the line by sprinting on the outside of the circle - Change movement throughout e.g. run, sip, lunge, arm swings <p>Catch your partner</p> <ul style="list-style-type: none"> - Students start facing their partner on opposite sidelines - The students on the right are all in first and must attempt to tag only their partner - When they do students stop where they are - Students must remain inside designated area at all times - Repeat 4 times with both students having 2 turns of being the tagger <p>Wait for high five and sprint</p> <ul style="list-style-type: none"> - Students stand in the middle of playing area - Students have their palms up facing each other - Team on the right in first. They will high five their partner and turn and run to the side-line - Partner will try to catch them - Repeat multiple times and allow both students to be the taggers 	  

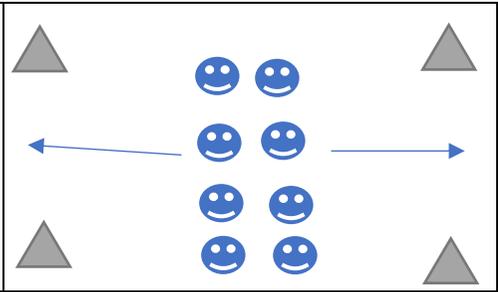
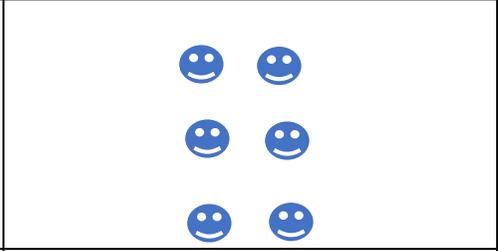
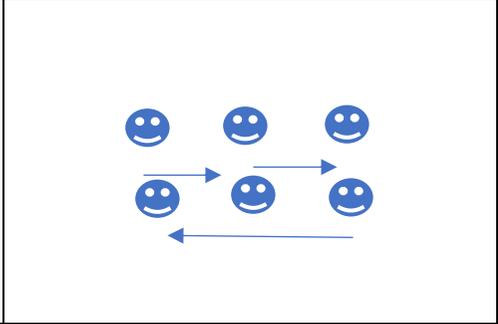
<p>Body of lesson</p> <p>30 min</p>	<p>Partner strength activities:</p> <ul style="list-style-type: none"> - Each student will have a partner and will spread out in designated area. - They will complete the following activities once demonstrated by the teacher: <ul style="list-style-type: none"> o Finger fencing o Pull partner off balance o Squat hold who can do it the longest o Crawl under plank o Plank touches o Push partners legs down laying on back 	
	<p>Boxing Basics</p> <ul style="list-style-type: none"> - Students will be in two lines an arm's length apart facing their partner - Teacher will explain, demonstrate and provide feedback for each type of punch style. <p>Activities:</p> <ul style="list-style-type: none"> o Straight 20x o Hooks 20x o Upper cuts 20x o High 20x <ul style="list-style-type: none"> - Repeat each twice before changing over - Ensure students understand the correct terminology for each type 	
<p>If time permits</p>	<p>Race</p> <ul style="list-style-type: none"> - Students will complete 5x straight, 5x high, 5x upper cut and then run to the line and sit with their partner. - First team to complete the activity properly is the winner. - Switch over boxes so both students have the opportunity to complete the activity. 	

Week 9 fitness
Fitness testing

Segment & Timing	Strategies & instructions	Organisation/ Diagram
<p>Introduction</p> <p>2 min</p>	<p>Greet students and explain lesson focus, boundaries marked by cones and expectations of the students.</p> <p>Introduce focus for the lesson; fitness testing</p>	<p>Cones/ boundaries </p> <p>Students  Ladder </p> <p>Teacher  Hooler hoop </p> <p>Hurdle  Elastic </p>
<p>Warm up</p> <p>10 min</p>	<p>River bank bridge</p> <ul style="list-style-type: none"> - Start behind cone/ line - If river is called jump forward over cone/ line - If bank is called jump behind cone/ line - If bridge is called turn 90 degrees and have one foot on either side - If bridge is called again turn 180 degrees and face the other way <p>Stretch</p>	
<p>Body of lesson: Testing</p> <p>40 min</p>	<p>Fitness testing</p> <p>Students will complete:</p> <ul style="list-style-type: none"> - 50m sprint (speed over distance) - Standing long jump (two-foot take-off and landing- measure from back of rear foot) - Agility test (Students run forward 5m, side step left 3m, side step right 3m and run backwards to original starting position) - Sit up test (number of sit ups in 1 minute) - Push up test (number of correct push ups a student can achieve) 	

Week 10 fitness
Strength activities- cardiovascular fitness- boxing & games

Segment & Timing	Strategies & instructions	Organisation/ Diagram
<p>Introduction</p> <p>2 min</p>	<p>Greet students and explain lesson focus, boundaries marked by cones and expectations of the students.</p> <p>Introduce focus for the lesson; games and boxing</p>	<p>Cones/ boundaries </p> <p>Students  Ladder </p> <p>Teacher  Hooler hoop </p> <p>Hurdle  Elastic </p>
<p>Warm up/ group activities:</p> <p>15 min</p>	<p>Team Flag tag-</p> <ul style="list-style-type: none"> - Class broken up into three groups - Each team wears same coloured braid. - Players must take as many tags as possible and tuck them into their shorts/ pants while continuing to play. - Aim of the game is to take as many braids as possible from the other teams - At the conclusion each team will add up all of their braids and the team with the most will be the winner <p>Stretch</p>	
<p>Body of lesson</p> <p>40 min</p>	<p>Beat the ball</p> <ul style="list-style-type: none"> - Groups of 6 with five standing in a line 2m apart and one runner beside - On go group must attempt to throw the ball up and back while the runner runs up to and back from a designated distance - The first back is the winner - Rotate and repeat with all students 	

	<p>Boxing Workout</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Straight 30x – run 15m - Hooks 30x – 5 burpees <p><u>Change over</u></p> <ul style="list-style-type: none"> - Upper cuts 30x – 20 mountain climbers - High 30x – 10 squat jumps 	
	<p>Combination Boxing-</p> <ul style="list-style-type: none"> - Double jab, cross (1 minute) - Double jab, cross, 10 uppercuts (1 minute) - Double jab, cross, 10 uppercuts, 10 straights (1 minute) 	
	<p>Line on Fire</p> <ul style="list-style-type: none"> - Boxers are in a straight line with their partners with 6 in each team - Boxes wearing the pads will remain still - Boxers will complete eight straight punches before moving to the right and completing the eight punches again until they have worked with each member of their group - Change over boxes and mad workers ad repeat - Fastest team to complete wins - Repeat with different combination and add a run between each 	
<p>If time permits</p>	<p>Game of student's choice (majority vote wins)</p> <ul style="list-style-type: none"> - Flag tag/ flag tag teams - Catch your partner - River bank bridge - Red rover - Octopus tag 	