

Core unit 1: The effects of physical activity on the body

**LEARNING OUTCOMES**

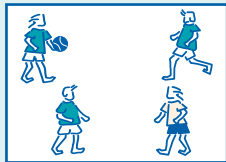

**The student will:**

- experience the effects of physical activity on the body
- record perceived changes to the body as a result of physical activity
- demonstrate an understanding of these effects.

**EQUIPMENT**

Worksheet (resource materials), music equipment, ribbon per student, balls ratio 1-4

**CLASS ORGANISATION**

STAGE	CONCEPT	CONTENT / ACTIVITY	TEACHING POINTS
Warm up	<p>1. Awareness of</p> <ul style="list-style-type: none"> <li>- temperature</li> <li>- heart rate</li> <li>- breathing</li> </ul> <p>2. Activity;</p>	<p>Students complete 'pre-exercise' column in work sheet</p> <p>Pulse raise/ mobilise/prestretch through the following activities e.g. Walking tall, small, various directions. Jogging</p> <p>Co-operative activity, e.g. The 'get together' game build in stretching.</p> <ul style="list-style-type: none"> <li>• Students travel in various directions</li> <li>• Teacher calls number and students get together in groups of that number.</li> </ul>	<p>Exercise and rest affect heart rate, breathing and body temperature.</p> <p>The heart muscle acts as a pump to circulate blood throughout the body.</p> <p>Use music to motivate, if desired.</p> <p>All students should be involved in continuous, low to moderate intensity activity for an extended period.</p>
Development	<p>Changes due to exercise.</p> <p>Awareness of body.</p> <p>Recording and measuring.</p>	<p>All students participate in a range of aerobic activity. Some examples of appropriate activity are provided below.</p> <p><b>1. Ribbon game</b> All students have ribbon tucked into back of waistband as "tail". Working in pairs, students attempt to grab partner's tail without losing their own.</p> <p><b>Progression:</b> Students attempt to collect as many tails as possible.</p> <p><b>2. 3 v 1 Tag</b> Three students with a ball aim to touch a fourth player with the ball in order to get as many points as possible in one minute. When a player receives the ball he/she cannot run or throw the ball at the fourth player. The fourth player tries to avoid the ball by running, dodging, feinting, changing speed and direction.</p>  <p><b>3. Tom n' Jerry</b> In groups of 4, one student is Tom, one student is Jerry, the remaining 2 students hold hands to form a barrier. Tom tries to tag Jerry by going around or under the barrier. If Jerry is tagged change roles and repeat.</p>  <p>Interrupt activity and complete "Aerobic" column of worksheet.</p>	<p>Students begin facing each other. Start on signal from teacher.</p> <p>Use defined area. Caution students as to safety issues.</p> <p>Ensure that activity has been of sufficient duration and moderate to high intensity. Encourage discussion regarding perceived body changes and their causes - breathing, heart rate, temperature.</p> <p>Change barrier so that all students get a chance to be Tom and Jerry.</p>
Cool down		<p>Pulse lowering and safe stretching. Complete "post exercise" column of worksheet.</p>	<p>Using recorded results, draw on the students' experience to discuss changes which took place with each of the measures.</p>