

Fit for Life

Entry Point:

- Tell the children that you have decided to get fit - really fit.
- Tell the children that you are going to need their help. Can they offer any (serious) advice? Collect their advice on boards or sheets.

Knowledge Harvest:

- Ask the children how fit they are. Get them to record reasons why they are/are not fit, using two columns on a paper
- Present the children with pictures of people cut from magazines and newspapers. Make them as diverse as possible - international, sporting, disabled, both sexes and all ages. Ask the children to classify them.

In PE we will be finding out:

- **PE Task 1:** Ask children about physical activity and why it is good for us Use Physical Education lessons to introduce a range of sports and games; to learn rules and appreciate tactics; to learn to perform individually and as a team.
- **PE Task 2:** Represent some of the major world records by measuring and marking in the classroom: Use Physical Education lessons to develop and improve performance through coaching, practice and effort
- **PE Task 3:** Encourage children to look outside the traditional events of school sports days at other sports where they might find enjoyment and fulfilment.
- **PE Task 4:** One measure of fitness (and only one) is the speed of recovery after exercise. Use the science/pulse rate activities to explore speed of recovery to normal.

In International:

- Ask the children to talk to their parents and other people from their home country. Find out which games are played by children and adults
- Ask children to research the range of foods provided by international aid agencies to countries where famine and natural disasters require help.

In ICT we will be:

- **ICT 1:** Use different forms of ICT to find out more about the human body
- **ICT 2:** Using their discoveries from science task 1, take a selection of the facts and discuss their provenance. How do we know these statements are true? Who is offering them? Is all the information on the Internet true? How do you judge information to be reliable?
- **ICT 3:** Use ICT to make a body facts book.

In Art we will be finding out:

- **Art Task 1:** Explore with children a range of artworks and pictures that represent people busy with some physical activity. Use pictures from both home and host countries, and other geographical locations, and in a range of media. Ask the children to put the pictures in order of popularity - favourite pictures first. They do this by making their own private list and then reasoning for their choice with the others in their group.
- **Art Task 2:** Ask the children to represent their personal choice using different media
- **Art Task 3:** Ask the children to sketch each other being physically active
- **Art Task 4:** Ask the children to find pictures of people being physically active. Ask them to focus on one movement
- **Art Task 5:** Ask children to produce a range of representations of their chosen physical activity
- **Extension Task** Produce and present an exhibition of people in action

In Science we will be finding out:

- **Science Task 1:** Ask the children to perform an exercise. Discuss the physical changes that they notice
- **Science Task 2:** Introduce and practise the use of recording instruments. Use a stopwatch, thermometer and possibly a pulse meter. Ask children to record some baseline figures, compare.
- **Science Task 3:** Ask the children to take the role of exerciser and experimenter. After the set activity time, the experimenter records new figures for pulse, breathing and possibly temperature. Then they reverse roles and a second set of readings is taken
- **Science Task 4:** Ask the children to pool their results. ICT could be used for this. If you plan a general discussion, Look for patterns in the results, using scientific and mathematical language - 'mean' and median', for example. Link the results to a general programme of fitness. Do the figures change if the children exercise regularly? Are they changed by a change in diet and/or body weight?
- **Science Task 5:** Consider the role of a balanced diet in achieving fitness
- **Science Task 6:** Compare host- and home-country foods. What are the staples, the sources of protein, carbohydrate, fats, vitamins and minerals?