

FITNESS & FUNS

LESSON 5

Learning Intention: How can you keep fit like a fire fighter?

Physical Development:

Negotiate space and obstacles safely; with consideration for themselves and others.

Demonstrate strength, balance and co-ordination.

Move energetically, such as running, jumping, hopping and skipping

Resources:

Climbing wall
Agility table
Mat
Throw down strips and spots
Cones
Scarf
Bench
Hoop
Cat cards

Warm up : Ambulance

Today's lesson is all through an ambulance theme...

- Move energetically- Running
- Move energetically- Skipping
- Move energetically- Hopping
- Move energetically- Jumping
- Negotiate space

Drive your ambulance- jog around and pretend to drive your ambulance


Health check- Call out and show actions- head, shoulders, knees and toes

Stretcher- Lay down on the floor and stretch out as tall as possible

Hurt your foot- Hop on one leg

999- Jump up and down on the spot

Heart: Stop and freeze, then put your hand on your heart to feel it beating

 **Healthy me:** Did you know that when your heart beats fast that it helps pump the blood around your body and get you all warm and ready for exercise?



Activity 1: Follow my leader

- ✓ Move energetically- Running
- ✓ Move energetically- Jumping
- ✓ Negotiate space

(In 2's)

1. Children to pretend one is the ambulance driver- they are to hold a spot (pretend this is your steering wheel).
2. The other child is the patient – they are being driven by the ambulance driver. They are to stay as close as possible to their driver.

If the teacher calls **“the ambulance is breaking down,”** they are to jump instead of jog. **Make it harder:** Jump and count to 10 or 20

- Can the driver move around in different directions?
- Children to swap over and take it in turns to drive the ambulance

Children to now park their ambulance in a space (place the spots all around the hall in space)



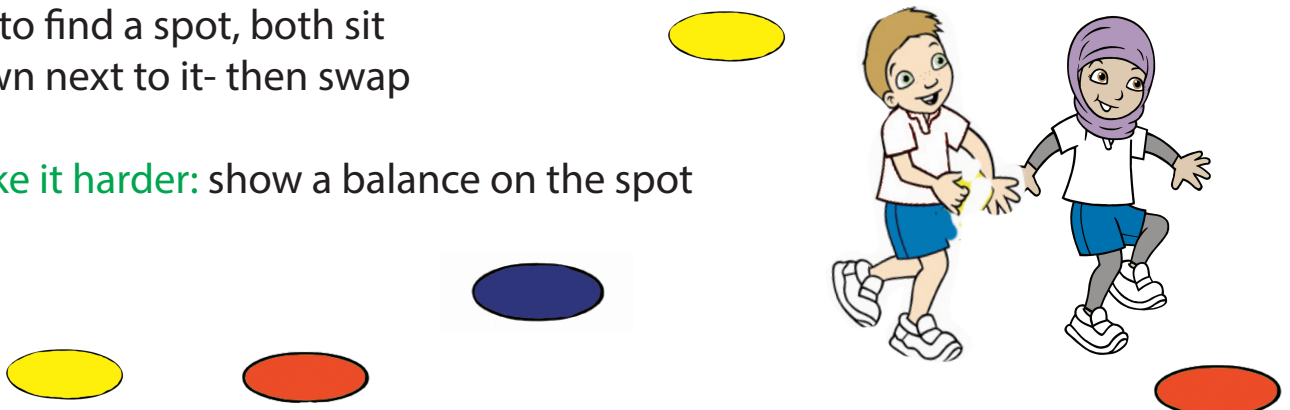
Activity 2: Help a patient

- ✓ Negotiate Space
- ✓ Move energetically- Hopping


- 1) Children to pretend that one of them has injured their leg- and they are to hop around the room with an injured leg
- 2) The other is the helper, and they are going to hold their hand

If teacher calls “go to a hospital,” they are to find a spot, both sit down next to it- then swap

Make it harder: show a balance on the spot



Activity 3: Stretcher

 Demonstrate balance and co-ordination.

In pairs: Children are to have **one spot** and **one beanbag** (or you could use a teddy bear for the activity, instead of a beanbag)

The spot will act as a stretcher and the bean bag/Teddy the patient.

Can the children move around the room balancing the teddy bear/bean bag on the stretcher? How do they stop it falling off?

If the teacher calls "**ambulance run,**" then the children are to place the throw down spot on the floor (without the patient falling off) and run standing - moving their arms and legs as fast as they can. The quicker they go the quicker they get to the hospital

Teacher calls "**off to the hospital,**" they carry on balancing the teddy on the stretcher.

Make it harder: use a throw down strip to balance patient on.

Make it easier: use a scarf to hold the patient in



Activity 4: Find the hospital

 Negotiate Space

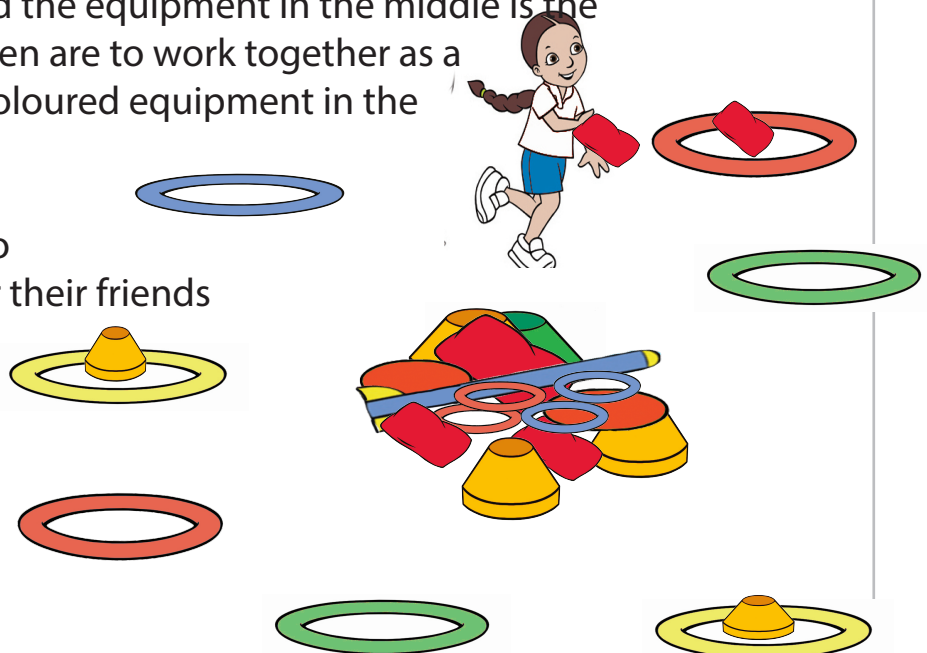
 Move energetically- Jumping, running, skipping, hopping

Teacher to place different colour hoops on the outside of the hall and place a large pile of equipment in the middle of the hall

The hoops are the hospitals and the equipment in the middle is the hospital equipment. The children are to work together as a class and take and match the coloured equipment in the pile to the correct hospitals.

Safety: When bending down to pick up, children to look out for their friends

You can repeat the activity several times and ask the children to change the way they move e.g. **jog, walk, run, jump, crawl skip.**



Activity 5: Journey to the hospital



Negotiate Space

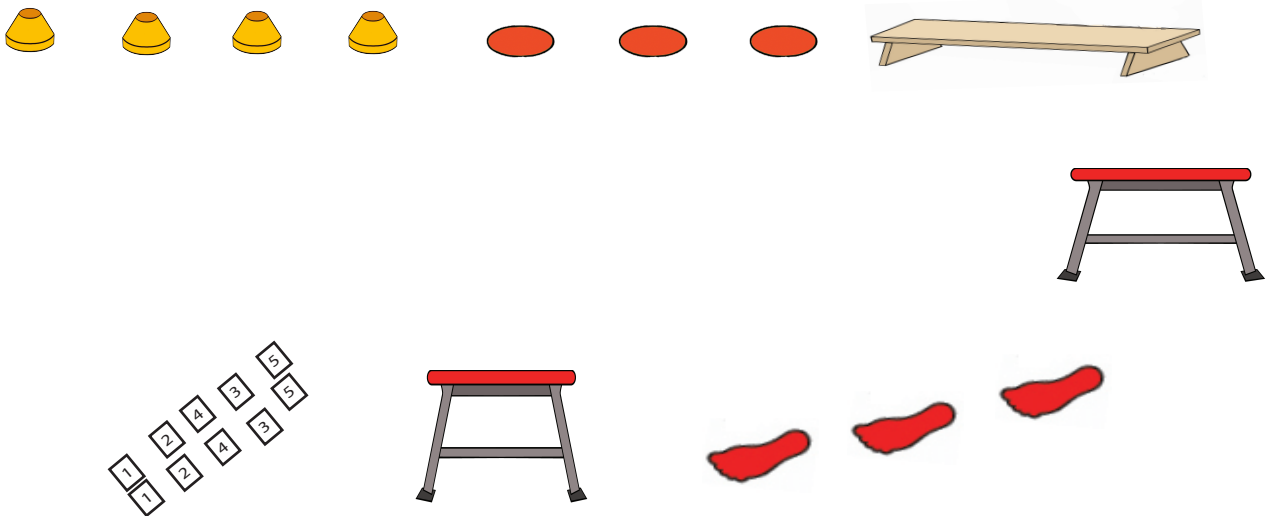


Move energetically- Running

1. Drive in and out of the cones
2. Jump over the three spots – call 9 9 9 (each time you jump over one)
3. Walk along the bridge (bench)
4. Crawl under the building- trestle table
5. Hop on throw down feet
6. Climb over the hill
7. Collect a number– skip and put the correct number on the floor

Run back and start again

Children to repeat the circuit – How many can they do?



COOL DOWN :

Children to jog around slowly - imagine they are driving home from their days work. Walk home. Lay down and go to sleep (count down for the children to lay down slowly)

PLENARY

What was your favourite part of the lesson?
Which one was your favourite?