





Fab 5 Physical Activity Program



The Fab 5 Physical Activity Program is a fun and motivating curriculum created by classroom, physical education and health teachers that empowers students to become responsible for their own fitness and health.

-  Fab 5 teaches fundamental nutrition, fitness and health concepts to students in grades K-5
-  Designed for classroom teachers so they can easily deliver a physical education program
-  Detailed lessons provide comprehensive fitness and health content plus activities to improve fitness and motor skill development
-  Builds an awareness of the lifestyle choices students make regarding nutrition and physical activity



Join us in teaching the Fab 5 Physical Activity Program:
dynamic, kid tested and teacher approved.

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Fab 5 Physical Activity Program



Fab 5 Physical Activity Program Content

- Is aligned for instructors to provide a comprehensive program that includes academic fitness and health content, intentional fitness development and motor skill development
- Incorporates vocabulary that is tied to content, which reinforces the understanding of the key concepts
- Builds an awareness of the lifestyle choices students make regarding nutrition and physical activity

Fab 5 Physical Activity Program Detailed Information

- Teaches fundamental nutrition, fitness and health concepts to students in grades K-5
- Three fitness and health themes and two nutrition themes
- Themes are comprised of 11-13 half-hour lessons
- Activities for a Warm-Up/Introduction, a Lesson Focus and a Wrap-Up/Cool Down
- Detailed lesson plans, student introductions and essential vocabulary terms
- Low-organized games to build motor skills and improve fitness levels as well as develop the cooperative and social skills of students
- Fun games and activities used to educate students in the five components of fitness and nutrition

The **Fab 5 Physical Activity Program** teaches students that they are responsible for their own fitness and health and have the ability to improve it, which ultimately empowers them to make informed decisions.

Warm-Up

Objective:

Students will identify the number of calories in a gram of protein, fat and carbohydrates.

Equipment:

- InfoCube
- Macronutrient InfoCube Cards
- Cones

Energy Cube Warm-Up

Explanation: Our bodies receive energy from the foods we eat every day (Energy In, Energy Out). Energy in food is measured by the number of calories it contains. The energy in food is found in the three macronutrients: carbohydrates, fats and proteins.

One gram of carbohydrate provide 4 calories of energy.

Carbohydrates are sugars that can be quickly broken down by the body and used for energy. Carbohydrates are stored in relatively small quantities within the muscles and liver.

One gram of fat provides 9 calories. Fat is a great source of energy and can be stored in large quantities by the body.

One gram of protein provides 4 calories and is used primarily to build and repair body tissue. Our bodies use protein as an energy source when carbohydrates are low.

When a person becomes more fit, their muscles become better at using fat for energy, which saves the carbohydrate energy that is stored in muscles.

Directions:

1. Slide into each pocket of the InfoCube one Macronutrient InfoCube Card (Carbohydrate, Protein, Fat).
2. Students jog around the play area at a comfortable pace.
3. Every 15-30 seconds the teacher throws the InfoCube into the air.
4. The students stop their jog and perform a specified exercise according to whatever side of the cube is facing up:
 - If the cube shows fat, the students perform nine jumping jacks. This demonstrates there are nine calories in each gram of fat that can be used for energy.
 - If the cube shows carbohydrate, the students perform four squat thrusts. This demonstrates there are four calories in each gram of carbohydrate that can be used for energy.
 - If the cube shows protein, the students perform four push-ups. This demonstrates there are four calories in each gram of protein that is used primarily to build and repair muscle.

Assessment:

At the end of the activity, ask students the number of calories per gram of fat, protein and carbohydrates by holding up the correct number of fingers.



Diagram:



- InfoCube
- Cones
- Teacher
- X = Students

Fab 5



Physical Activity Program

Lesson Focus

Objective:

Students will explain why it is necessary to have a healthy level of body fat.

Equipment:

- 10 Cotton Balls per Student
- Sandwich Bags
- 2 Pennies
- 2 Boxes

Balance the Fat Game

Explanation:

Fat is an important energy source and is needed for many functions within the body. Fat is so important, the body has developed the ability to store fat for later use. The problem is that too much fat or too little fat can lead to health problems. It is important to develop and maintain a healthy level of fat mass in the body.

Directions:

1. Each student starts with a sandwich bag containing 10 cotton balls in it representing fat.
2. Each cotton ball is equal to 10% fat.
3. To achieve a healthy level of fat, the students need to lose 8 cotton balls. This would leave each student with 2 cotton balls, or 20% fat.
4. Students run up the middle of the gym and try to get past the taggers (jelly doughnuts and french fries).
5. If students make it to the other end of the gym, they place one fat in a container located there and use the walk/jog track to go back to the beginning line to run again.
6. If students are tagged by either the jelly doughnuts or french fries, they must go to the outside of the playing area, return to the start line and get another fat.
7. When the game is over, students count their fat to find out whether they have achieved a healthy level of body composition.
8. The goal is to not get rid of all the fat, just to create a healthy balance.

Variations:

- Students can play game while dribbling basketballs or soccer balls.

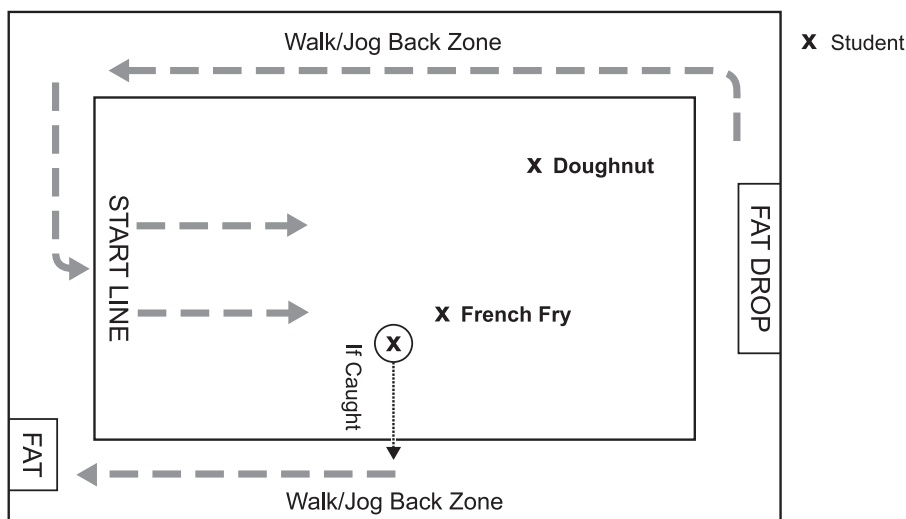
Assessment-Reflective Questions:

- Why do we need fat?
- What is a healthy percentage to have?



Activity

Diagram:



Wrap Up/Cool Down

Objective:

Students will demonstrate throwing, catching and eye tracking while reflecting on the concept of the day.

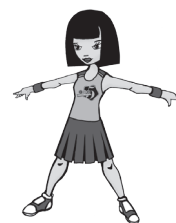
Equipment:

- 1-3 Foam Balls

Multi Ball Circle Ball

Explanation:

Multi Ball Circle Ball is a cool down to practice throwing, catching and basic eye hand coordination. Throwing and catching are fundamental skills needed for many sports like baseball, football, lacrosse and basketball.



Activity

Directions:

1. Ask students to stand on the center black circle. If there is no circle available, have students touch elbows to form a circle and then have the circle move out two big steps.
2. Begin by tossing one large foam ball into the circle. Each student should take a turn catching and tossing the ball in a certain order while saying the person's name he/she is tossing to.
3. After the students are confident about the tossing order, add in a second ball and get it going. For a challenge, add a third.
4. Once students have the idea of the tossing and catching order, ask a reflective question. When a student receives the ball he/she must give a one or two word answer to the question before passing the ball on. Once the question is asked, give students one minute to think of his/her answer before starting the ball/balls.
5. Continue the game until all reflection questions have been asked and answered.

Variations:

- Students roll the ball in the circle.
- Students pass the ball around the circle using feet.
- The ball could be passed in a circle instead of across the circle to others.
- Students must clap once or twice before receiving the ball.

Assessment-Reflective Questions:

- Why do we need fat?
- Name one benefit of fat.

Warm-Up

Objective:

Students will increase their heart rate through a vigorous activity.

Equipment:

- Foam Balls

Jumping Jack Tag

Explanation:

It is important to work on the five components of fitness every day. Jumping Jack Tag helps you improve in each component and can help you warm up to be ready for activity.



Activity

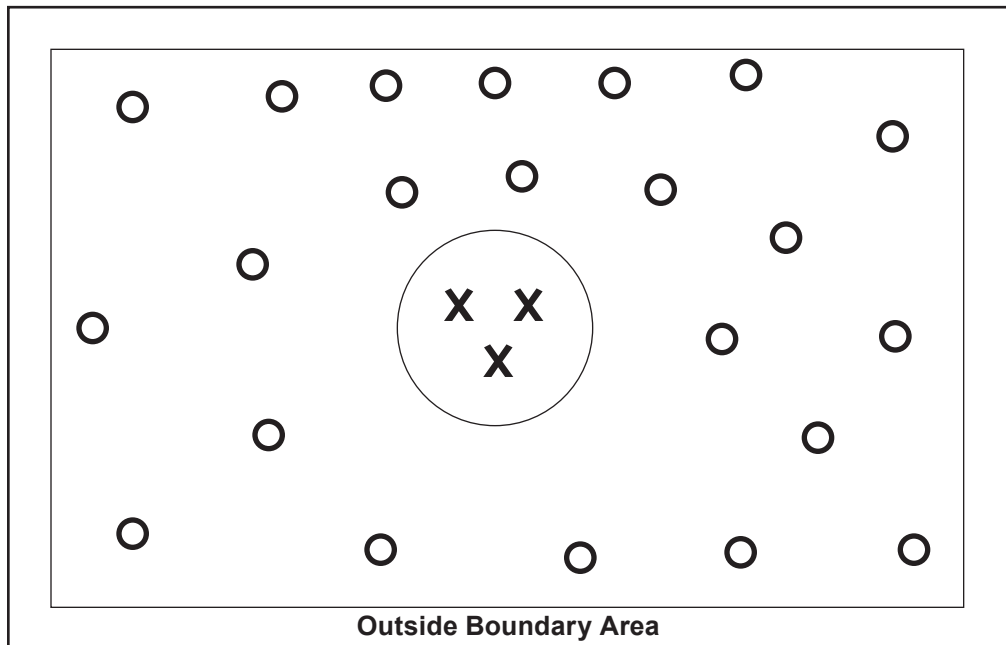
Directions:

1. Gather students in a semi circle formation and choose 2-3 students to be taggers. Give them a foam ball.
2. Instruct students to scatter around playing area, while taggers stay in central location.
3. On the signal to begin, students move around the area using teacher directed movement such as skipping.
4. If tagged, students will go outside the boundaries and do 10 jumping jacks before returning to the game.
5. Switch taggers and movement every 2 minutes.
6. Suggested movements: gallop, march, power walk, side slide, crab walk, bear walk.

Assessment-Reflective Question:

How do tag games improve or maintain your fitness level?

Diagram:



X = Taggers
O = Students

Warm-Up

Objective:

Students will explain that there is a healthy relationship between fat-free mass and fat mass.

Students will calculate body composition using percentages.

Equipment:

- Body Composition Cards
- Cones

Healthy Body Balance Card Game



Activity

Explanation:

The body has the ability to store fat. This is important because fat is needed as an energy source, for nerve conduction and for the absorption of many vitamins. However, too much fat can put an extra strain on the heart and lead to health problems such as high blood pressure, type 2 diabetes, and heart attacks, which are some of the leading causes of death in the United States. It is important to maintain healthy levels of fat-free mass and fat mass in our bodies. Women should be between 15-25% body fat, while men should be between 10-20% body fat. In this game each team will be given 10 cards that represent the body. Each team's job will be to build a body that has a healthy balance, represented by percentage of fat.

Directions:

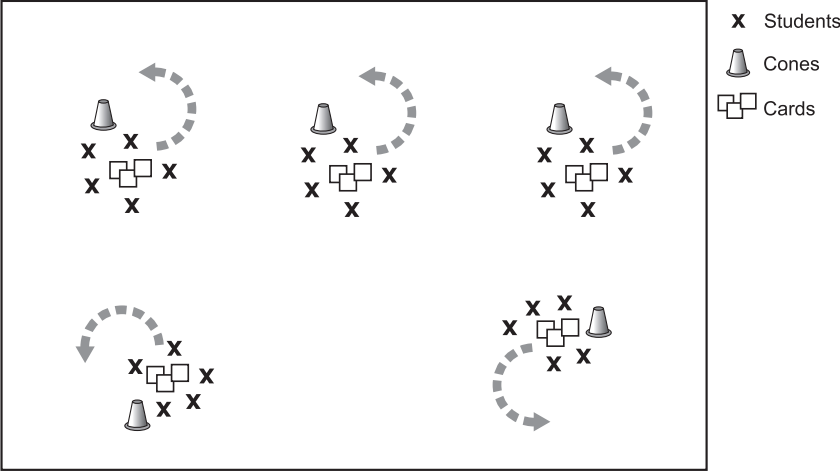
1. Divide the students into 5 teams.
2. Give each team 10 cards. On each card, one side reads "Fat Mass" and the other side reads "Fat-Free Mass".
3. One team member tosses all the cards in the air and lets them land randomly on the floor, representing that team's body composition.
4. The goal of the game is for the team to balance their body composition at 20% fat mass.
5. The students then determine the percentage of fat-free and fat mass in their team's body. The students figure out their team's percentage by counting how many cards are facing up that read fat mass and then multiplying by 10. (For example, 10 cards land on the floor with 4 cards reading fat mass facing up and 6 cards reading fat-free mass facing up. This would mean their team's body composition is 40% fat mass.)
6. After figuring out the percentage of fat mass, the team begins to balance their body composition by turning over cards that read fat mass to fat-free mass. This is accomplished by completing the exercise plan for each card that is turned over.
7. The exercise plan is as follows: run a lap of the play area, do 5 jumping jacks and 2 push-ups for every card they turn over. All members of the team complete the exercise plan for each card that is turned over.
8. When a team has reached 20% body composition the game is over.

Assessment-Reflective Questions:

- What is fat free mass?
- What is an ideal body fat percentage to have?
- Why do we need fat?
- What did your group have to do to get to 20% fat?
- Was it hard or easy?

Healthy Body Balance Card Game (continued)

Diagram:



Wrap Up/Cool Down

Objective:

Students will demonstrate flexibility while practicing five basic stretches for five major muscles.

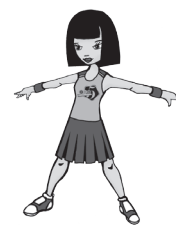
Equipment:

- None

Circle Stretch 4

Explanation:

Circle Stretch is a cool down activity to improve flexibility. Flexibility is a component of fitness that is important for injury prevention and increasing range of motion for skills like running, throwing, twisting and rotating. Performing a flexibility routine after a workout returns the body to pre-exercise levels and reduces muscle soreness.



Activity

Directions:

1. Ask students to sit down on the center black circle. If there is no circle available, have students touch elbows to form a circle and then have the circle move out two big steps.
2. Lead students through the following stretch routine.
3. For each stretch routine there are different stretches.
4. With each new stretch, the teacher should ask a new reflective question (see below). Time should be given during the stretch for students to reflect and answer.

Variations:

- Students will share responses with partner.
- Students will count against the teacher as a challenge. Example: If counting by 3's the teacher will call out "3", the students will yell back "6", etc... this continues until the teacher has reached the number 30 or 20 or more seconds. Try counting by 2's, 3's, 4's, 5's, 6's, 7', etc...
- Student will lead stretch routine.

Safety:

- Hold each stretch for 30 seconds for maximum benefit
- Slow, steady breathing throughout stretch
- Stretch to mild discomfort-never to pain

Assessment-Reflective Questions:

- Why is it important to include all Components of Fitness when we warm up? Why?
- What is a Risk Factor?
- How can the Fab 5 help fight risk factors?

(continued)

Circle Stretch 4 (continued)

Diagram:

KUNG FU STRETCH



Vocabulary/ Muscles Trained

- Deltoids

Directions/Safety

- Stand or sit
- Extend arm fully across body
- Take opposite arm and pull behind elbow
- Repeat with other arm
- Hold for 15-30 seconds for maximum benefit
- Slow steady breathing throughout stretch
- Stretch to mild discomfort never to pain

HANDCUFF STRETCH



Vocabulary/ Muscles Trained

- Deltoids
- Pectorals

Directions/Safety

- Standing, place both hands behind back
- Interlock fingers with palms facing each other
- Straighten arms and slowly raise
- Hold for 15-30 seconds for maximum benefit
- Slow steady breathing throughout stretch
- Stretch to mild discomfort never to pain

(continued)

Circle Stretch 4 (continued)

BUTTERFLY STRETCH



Vocabulary/ Muscles Trained

- Quadriceps

Directions/Safety

- Sit with upper body straight
- Place soles of feet together
- Place hands on feet
- Do Not bounce knees
- Hold for 15-30 seconds for maximum benefit
- Slow steady breathing throughout stretch
- Stretch to mild discomfort never to pain

NEW HURDLER STRETCH



Vocabulary/ Muscles Trained

- Hamstrings

Directions/Safety

- Sit upright with legs straight
- Place bottom of right foot on inner side of straight leg
- Lean forward and reach toward toes of straight leg
- Keep back straight
- Repeat on other side
- Hold for 15-30 seconds for maximum benefit
- Slow steady breathing throughout stretch
- Stretch to mild discomfort never to pain

CAT STRETCH



Vocabulary/ Muscles Trained

- Abdominals
- Back

Directions/Safety

- Kneel down on all fours
- Push up and round back as far as possible
- Hold for 15-30 seconds for maximum benefit
- Slow steady breathing throughout stretch
- Stretch to mild discomfort never to pain