

Daily Fitness

What could this look like within a quality Physical Education programme?

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Many of our ākonga participate in daily fitness with their class. As kaiako we need to ensure that we offer a quality physical education programme, which *could* include fitness activities, as well as learning *in, through, and about* movement. This means that although fitness activities are certainly beneficial to health and wellbeing, they should not be done in isolation without meaningful learning opportunities placed alongside.

Encouraging ākonga to *enjoy* physical activity is key to them engaging in this as a life-long activity.

Endless runs around the field, although good for cardiovascular health, can have the opposite effect, putting many ākonga off physical activity for life!

How about casting a critical eye over your daily fitness programme and consider strengthening this with meaningful learning, as well as making it fun! Daily fitness on its own isn't going to set kids on fire. Read on for ideas...



Our job as kaiako is not to enhance fitness in our students. We are not personal trainers! We do however, want our students to understand the importance of regular physical activity, to enjoy it and to:

- encourage self care
- know how physical activity contributes to their personal health
- enhance hauora/wellbeing
- know how to access fitness resources in the community
- describe how being active makes them feel
- describe the benefits of physical activity to physical health

An effective daily fitness programme is one where the students understand the purpose of the programme, the benefits associated with regular physical activity, and of course it's lots of fun!

Fun Daily Fitness Ideas

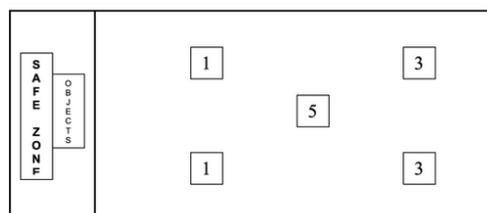
Fitness trail: In groups of 5 or 6 ākonga complete challenges together. E.g.

- Give High Ten's to 10 different players who are not your team members.
- Do 10 tummy Crunches.
- Puppy Dog Walk from one sideline to the other.
- Jog around the play area with your hands on your head.
- Skip from one diagonal corner to the other corner.
- Chorus Line Stork Stand (hold for at least 10 seconds).
- Touch each end line of play area with one foot and one hand.
- Together sing a well-known rhyme or jingle.
- Jump rope for 30 seconds.
- Do 5 push-ups in each corner.

Power Ball: This one really gets the heart rate up! After 3 minutes they're ready for a rest before another round!

Two teams one attacking, one defending. Attacking team trying to get as many objects into the bins within a specific time, while defending team pulls attacking teams rippa tags (or bands) to stop them.

- The attacking team must tuck the bib/bands into their shorts
- They then take one object at a time from the safe zone and try to get it into the bins.
- Bins are worth more, the further they are away from the safe zone.
- Attackers can NOT block or defend their rippa tags
- If an attacker steps out of bounds or their rippa tag is pulled they must stop, pick up the flag and go back to the "safe zone" before putting tag back in and starting again. If they have an object with them when rippa tag is pulled it must go back to safe zone with them!
- Both attackers and defenders are not allowed to touch the bins in any way
- Defenders can only pull rippa tags to stop attackers and are not permitted to remove any object from the bins.
- After the attacking team has completed their time add up the total points gotten and switch sides (attackers become defenders etc.).



Learning *through* movement:
Decide what makes a good leader, then choose one, come up with a group chant. When finished the group sings the chant and waits for the other groups to finish also.
Working as part of a team

Learning *in* movement:
Skipping, balance, etc.

Learning *through* movement:
Attacking and defensive strategy
Communication
Co-operating with others

Learning *in* movement:
evasive running strategies

Learning *through* movement:
Explore the local and national geography, as well as the pūrākau of local iwi. Maths concepts can also be explored with distance, time, measurement and speed.

Travel around Aotearoa: Students can run, walk, scoot, bike, skip (they choose) their way around the motu.

Learning through movement:
How can we show manākitanga while we learn dance?

Learning about movement:
Origins of the dance and cultural knowledge of the country.

Dance: A fun way to get the heart rate up. Many opportunities for linking to your health programme, Try hip hop, folk dance, salsa, or modern jive.

Check out these websites for resources and ideas, including tried and true favourites:

<https://sportnz.org.nz/resources/kiwidex-manual/>

<https://penz.org.nz/physical-education-in-new-zealand/physical-education-years-1-8/resources/>

<https://nzmaths.co.nz/resource/fun-and-fitness>

<https://www.r2r.org.nz/games-activities-maori-youth/ki-o-rahi.html>



PHYSICAL EDUCATION NEW ZEALAND
TE AO KORI AOTEAROA

Any sustained, vigorous, fun games will engage the students and help to ensure a life-long love of physical activity.

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