

## TEACHERS' NOTES

# BOOT CAMP

## FINDING OUT

Encourage discussion about why physical fitness is important for everyone in the community, not only those who are required to perform physical tasks in their work. Brainstorm the ways that people may improve or maintain their physical fitness. Discuss the various benefits of regular physical activity, such as improvements to:

- general health and well-being
- cardiovascular health
- balance
- strength and flexibility
- agility and coordination
- stamina
- confidence
- mental health and resilience

Plan to spend a brief, 15 to 20-minute period of strenuous physical activity with the students, such as a running game, obstacle course or fitness circuit each day for a week. Ask students to describe what happens to their body during and after this physical activity. Talk about how this makes them feel. Do they notice any changes in their body's response to the exertion over the week? Brainstorm sustainable ideas for improving the physical fitness of all class members, regardless of their current fitness level.

Establish a 'fitness wall' in the classroom. Encourage students to add comments, photos, diagrams and sketches, news clippings and articles promoting physical activity.

Support students in designing and conducting a survey of family members, to collect, record and organise information about physical activities, health, wellbeing and fitness.

### Related content:

- Video  
[rsleducation.com.au/Themes/Health-and-Wellbeing/years-3---6/Boot-Camp](https://rsleducation.com.au/Themes/Health-and-Wellbeing/years-3---6/Boot-Camp)
- Exercise and Wellness Journal Activity  
[rsleducation.com.au/Themes/Health-and-Wellbeing/years-3---6/Boot-Camp](https://rsleducation.com.au/Themes/Health-and-Wellbeing/years-3---6/Boot-Camp)
- Retrieval Chart Activity  
[rsleducation.com.au/Themes/Health-and-Wellbeing/years-3---6/Boot-Camp](https://rsleducation.com.au/Themes/Health-and-Wellbeing/years-3---6/Boot-Camp)

### Curriculum Alignment:

- ACPMP043
- ACPMP045
- ACPMP061
- ACPMP063
- ACPMP046
- ACPMP047
- ACPMP064
- ACPMP065



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## SORTING OUT

Introduce the Boot Camp video. Ask students how they think Laurie's experience in the defence service may have led to an interest in providing fitness training opportunities for children and young people.

Using a retrieval chart (template provided), encourage students to watch and listen for particular information. Some examples for focus questions include:

- What is the purpose of a warm up activity?
- What makes the front squat a good movement for the body?
- Describe the steps for safely performing a front squat. Use labelled sketches to illustrate body positioning so you can try to teach this skill to someone at home.
- Why is a slow, steady pace important at times during exercise?
- Which muscle groups are worked in the Ring Rows exercise?
- What happens in the body during the warm down? (i.e. in terms of heart rate, blood flow and body temperature)

Encourage students to watch first, then record their notes after viewing. You may show the video a second time to allow students to record all relevant information and observations.

## TAKING ACTION

Assign a small group of students each week to set a goal or 15-minute challenge aimed at increasing their classmates' commitment to and performance in physical activity. Display the goal and the results on a classroom Fitness Wall. For example:

- Aim to improve core strength by measuring and increasing maximum time holding plank position, in 30 second increments.
- Aim to increase commitment to physical fitness and set sustainable habits, by displaying total minutes spent in physical training activities for each class member.
- Aim to improve endurance and cardiovascular fitness by completing a daily obstacle course in the school grounds. Students record time taken to complete the course and celebrate any improvement over the week.



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Ensure that students maximise muscle flexibility and reduce the chance of injury by engaging in warm down or stretches after each fitness session.

After a period of time, guide students in evaluating the various measures taken to improve and promote physical fitness amongst class members. Discuss ideas to extend the promotion of physical fitness to include other year levels at the school. In groups, have students design and implement age-appropriate short courses, 15-minute fitness sessions and/or weekly challenges for an allocated class.

Explore the possibilities of integrating physical movement into other learning areas, during a designated 'Fitness Week'. For example:

- Act out a familiar narrative or historical event in fast forward motion.
- Demonstrate shapes and angles or spell sight words with body movement sequences and balances.
- Respond to music rhythm, beat or changes in tempo with whole body movement.
- Incorporate movement sequences or stretches as transitions between classes or lesson activities.

Have students keep a 'Exercise and Wellness Journal' (template provided) to document their physical activity, fitness goals and the results and observations of the effects of exercise on their body, mood, confidence and outlook.

Invite students to respond by promoting the importance of physical fitness in any of the following ways:

- Creating a poster, collage or painting
- Filming a short video
- Recording a podcast
- Writing a persuasive article
- Constructing a sculpture or installation

