

Book 1  
For 5 - 8 yr olds

# Life Fit

**Activities to foster an  
active lifestyle.**



Written by Tony Abbotts & Paul Larkin. Illustrated by Melinda Parker. Edited by Kylie Lowson.

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### Outcome:

Children go through a number of simple activities and develop their skill and fitness levels.

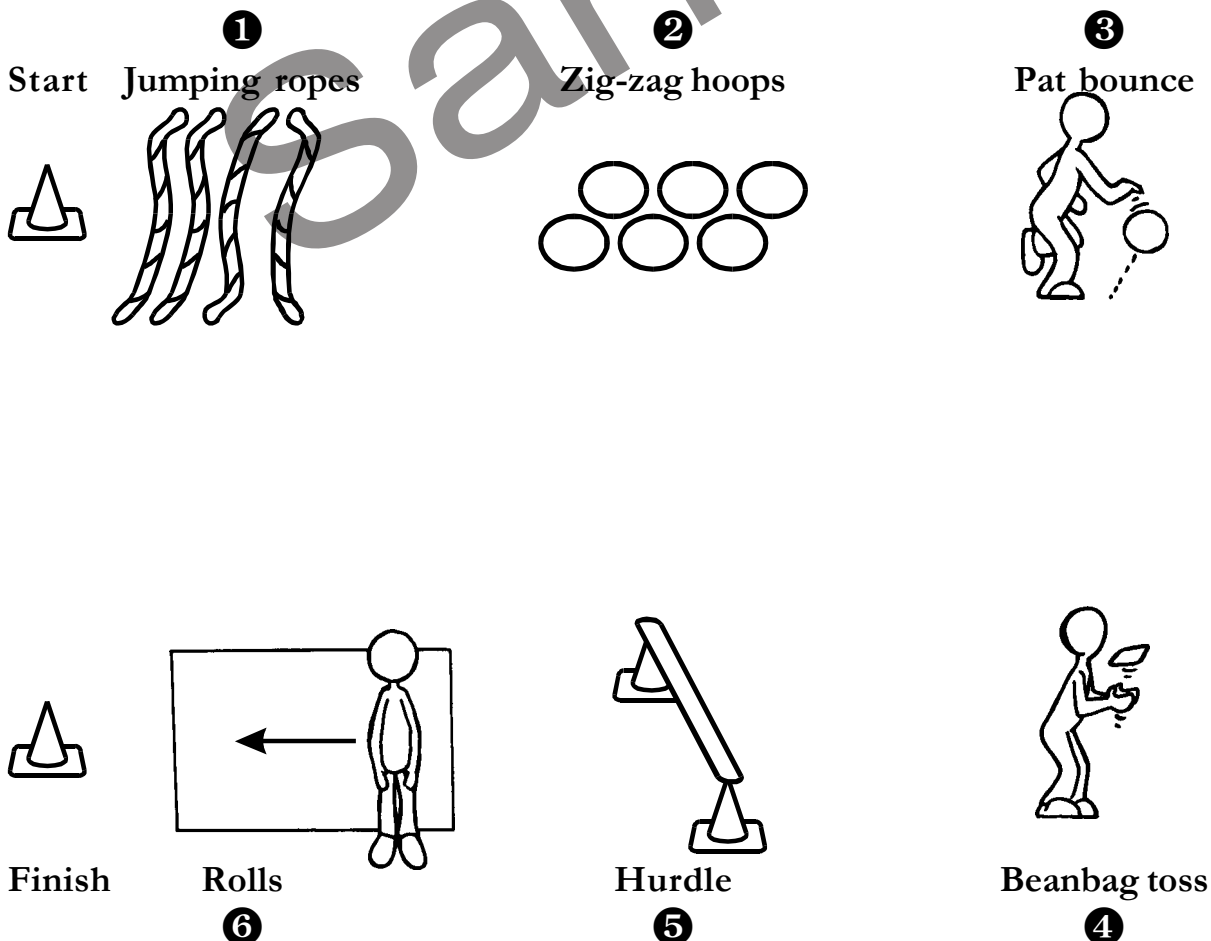
### Equipment:

4 witches hats, 1 stick, 6 hoops, 4 skipping ropes, 2 small rubber balls, 2 beanbags, 1 mat.

### Activity:

This is a simple 6-station course where children follow each other through at 3-5 second intervals and, when finished, complete the course in reverse.

Station ① Skipping ropes are set out about 30 cm apart in ‘wiggles’, students jump over each rope. Station ② Run through the zig-zag hoops, 1 foot in each hoop. Station ③ Pat bounce the ball 5 times. Station ④ Toss the beanbag in the air and catch 5 times. Station ⑤ The stick rests on two hats for the children to hurdle. Station ⑥ Roll across the mat.



## Outcome:

Children enjoy making the obstacles in an obstacle course as well as going through the course.

## Equipment:

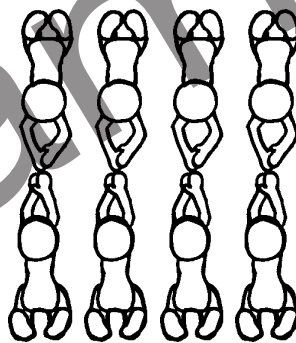
8 - 10 skipping ropes.

## Activity:

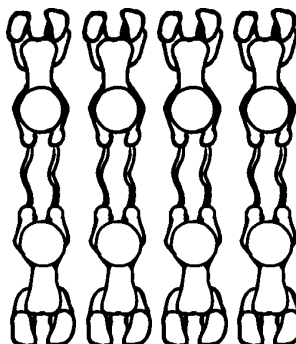
Children are put into 5 groups. Groups 2, 3, 4 and 5 will make 4 different obstacles for group 1 to go through, then group 2 has a turn and so on, so that 4 groups always make the obstacles. After each group goes through the course they can turn around and go back again.

Obstacle ① Children kneel down in pairs facing each other and open and close their arms to make 'snapping crocs'. Obstacle ② In pairs use ropes to make 'wiggling snakes'. Obstacle ③ In pairs make arches for others to run under. Obstacle ④ Kneel down and crouch to make a leap-frog line.

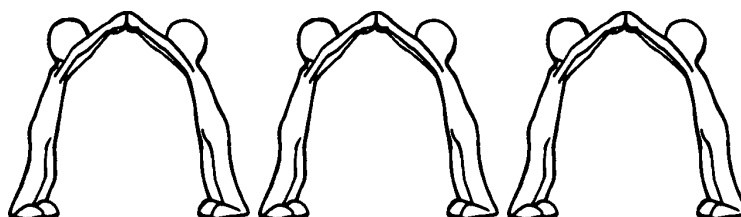
Group ① Obstacle ①



Obstacle ②



Obstacle ③



Obstacle ④



Groups 2 - 5 make the course for Group ① to go through then change for group ② etc.

**Outcome:**

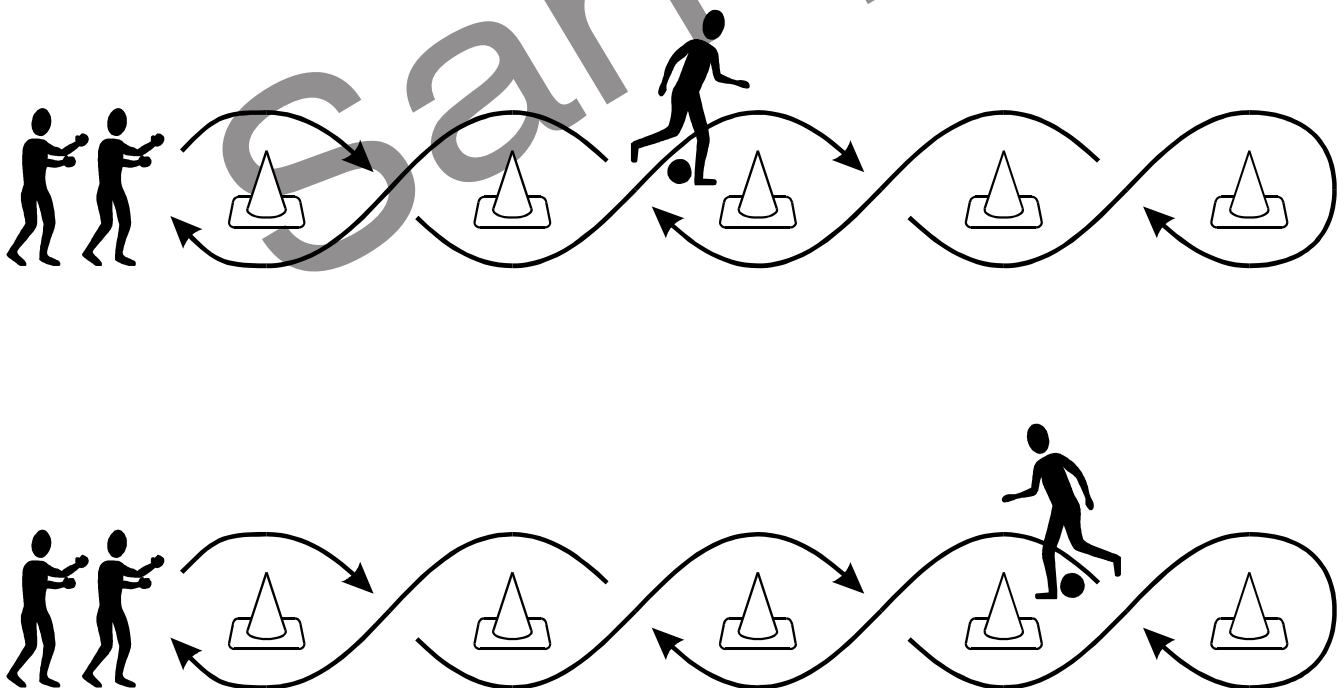
Children develop foot-eye coordination.

**Equipment:**

5 witches hats and 1 ball per team.

**Activity:**

In teams of 6 the children line up behind the witches hats and take it in turns to dribble the ball with their feet in and out of the hats up and down the line. Increase difficulty by making the children alternate left and right feet, use the left foot only, use the right foot only or use the outside of the foot only.



**Outcome:**

Children perform fundamental movement skills using equipment provided.

**Equipment:**

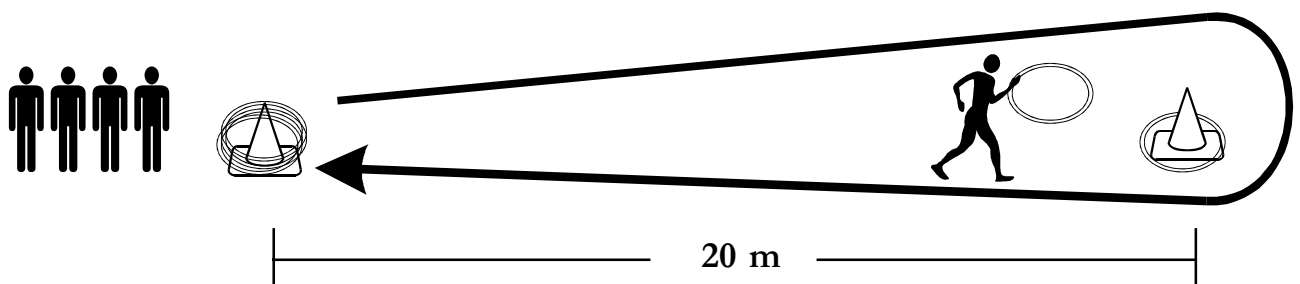
6 hoops and 2 witches hats per team.

**Activity:**

In teams of six the children line up behind one of the witches hats, which has the 6 hoops placed over it. The other witches hat is placed 20 metres away.

On “go” the first child in each team picks up a hoop, runs and places it on the other hat then runs back to tag the second child, who takes a hoop out, and so on until all the hoops are on the other hat.

The relay can be extended by then having each team return the hoops one at a time to the first hat.



Book 2  
For 9 - 10 yr olds

# Life Fit

**Activities to foster an  
active lifestyle.**



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**Outcome:**

Children make positive contributions in group activities.

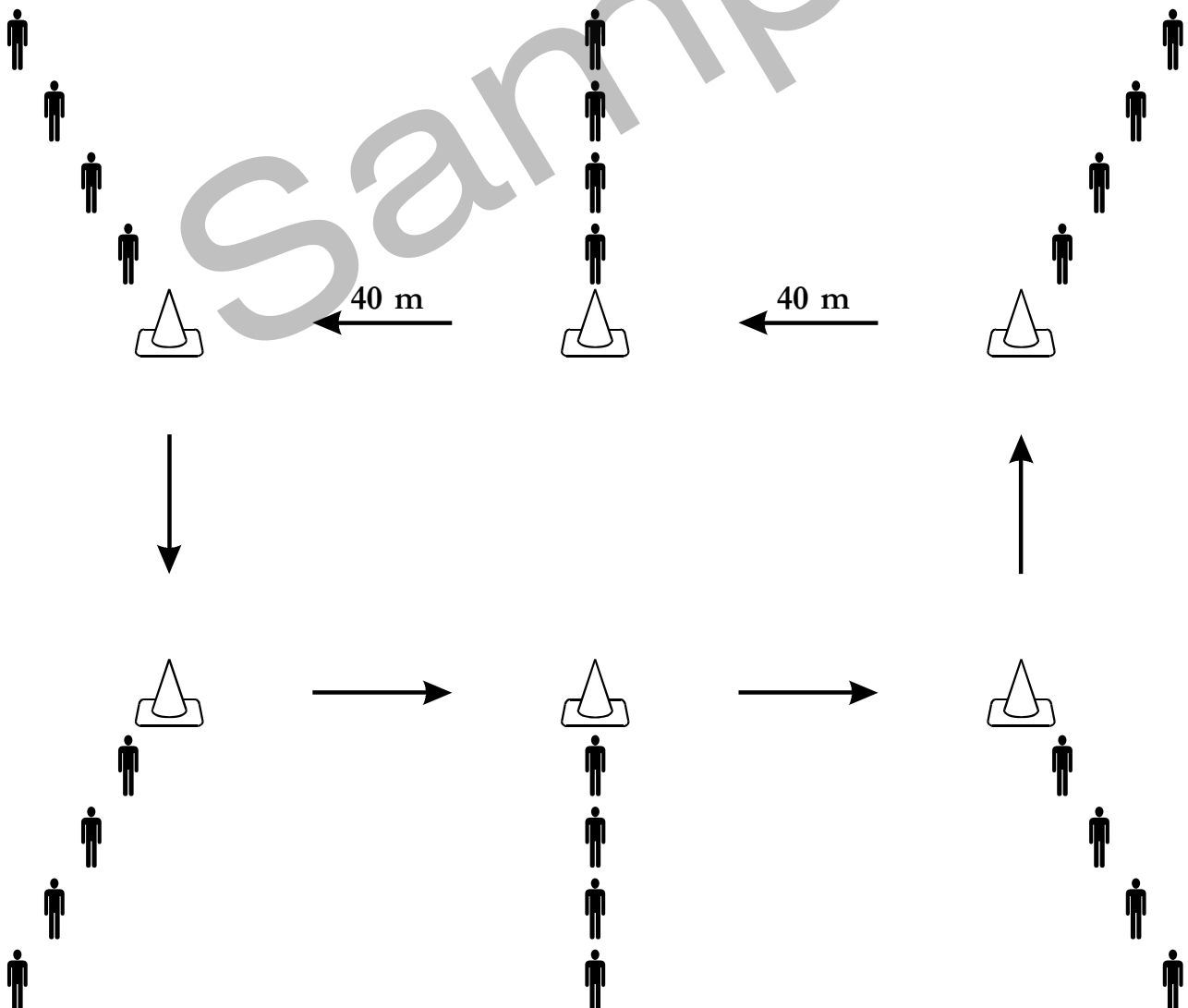
**Equipment:**

6 witches hats set out 40 - 50 m apart to mark the course.

**Activity:**

The class is divided into six groups organised as shown in the diagram. Each group starts at a designated marker and holds hands.

On “go” all groups run around the course aiming to catch the group or groups in front of them. If they catch another team they overtake and continue to chase the team in front. There is a 5-minute time limit for this run. If a group is not caught in the 5 minutes they receive 10 points. If they catch another group they receive 20 bonus points and if they are caught they lose 10 points. The team with the most points is the winner. Teams must hold hands for the entire run.



**Outcome:**

Children work as a team to complete the activity.

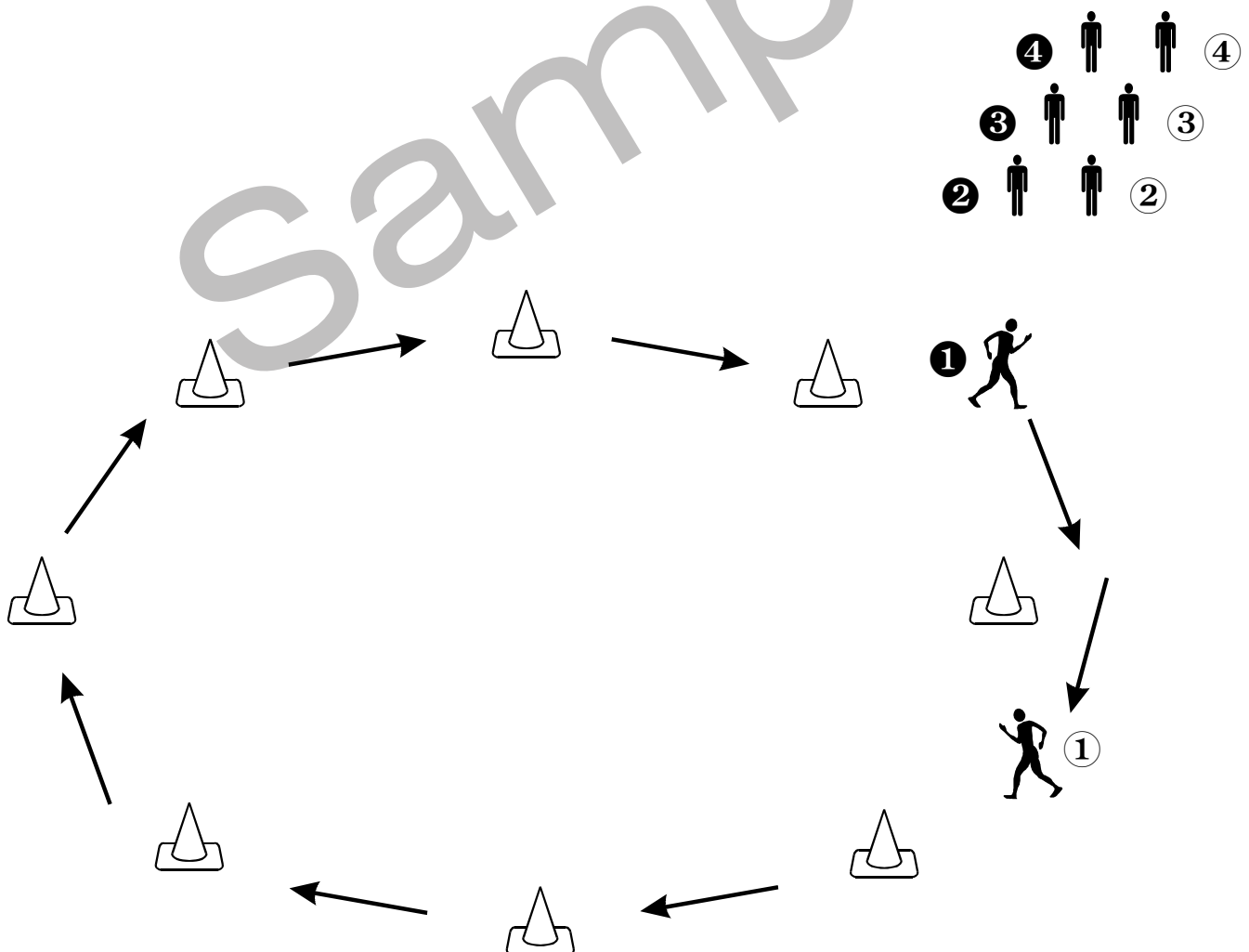
**Equipment:**

Witches hats to mark out a circular course approximately 200 m in length.

**Activity:**

Divide the class into groups of four, organised as shown in the diagram. On "go" runner ① runs one lap of the course. When he/she reaches the start he/she is joined by runner ② for a lap, then runner ③ joins ① and ② for a lap and finally runner ④ joins the other three for a lap.

Once all four runners complete a lap together runner ① drops out while the other three complete a lap, then runner ② drops out while ③ and ④ complete a lap and finally runner ④ completes the last lap on his/her own.



**Outcome:**

Children vary running patterns to cater for a variety of movements.

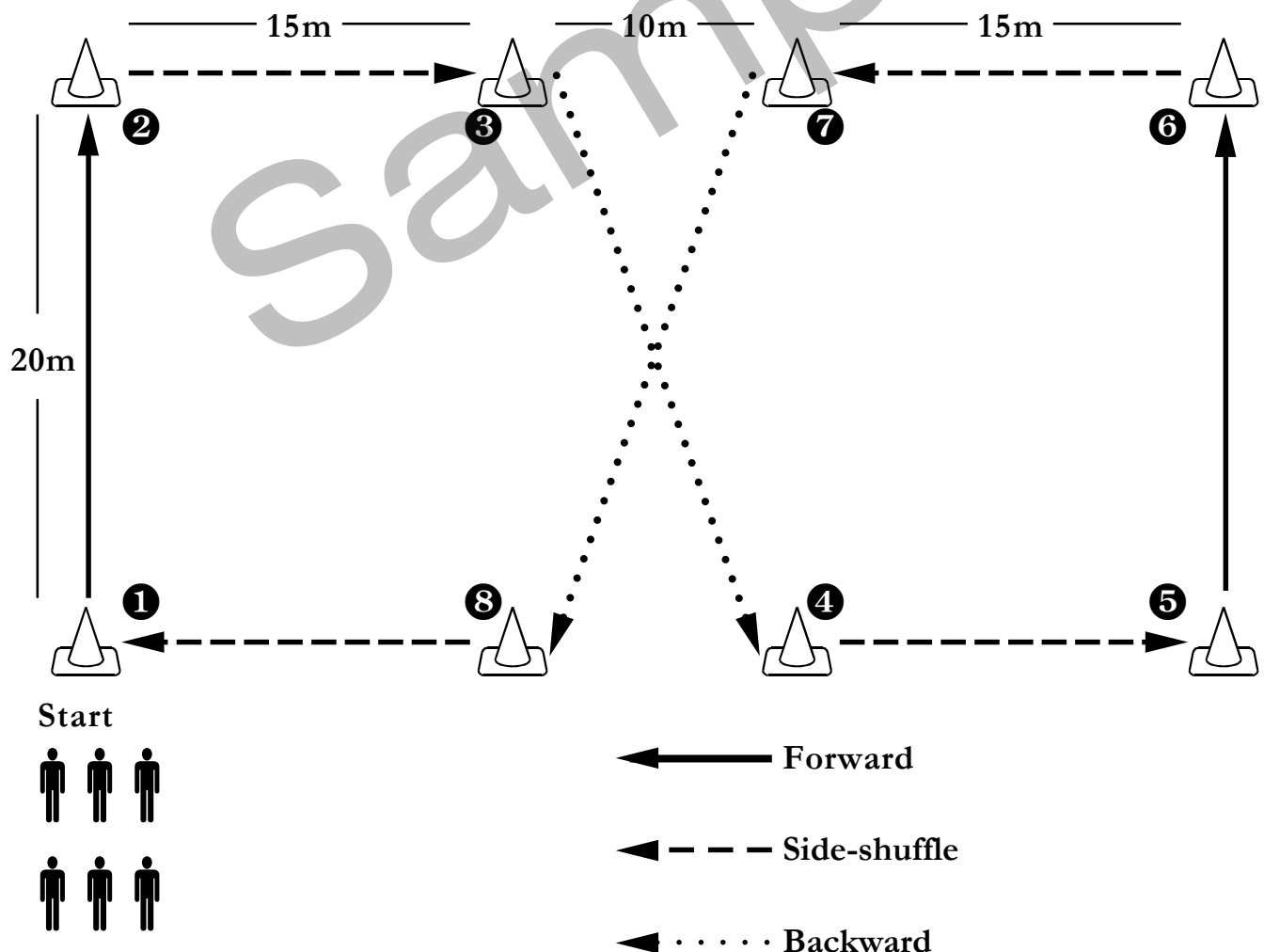
**Equipment:**

8 witches hats to mark out course.

**Activity:**

The children run at their own pace while working in a group. On “go” they run forward to hat ②, side-shuffle to hat ③, run backwards to hat ④, side-shuffle to hat ⑤, run forward to hat ⑥, side-shuffle to hat ⑦, run backwards to hat ⑧ and side-shuffle back to the start.

Continue this circuit for 5 minutes with the children aiming to complete as many circuits as possible.



**Outcome:**

Children develop an awareness of aerobics endurance.

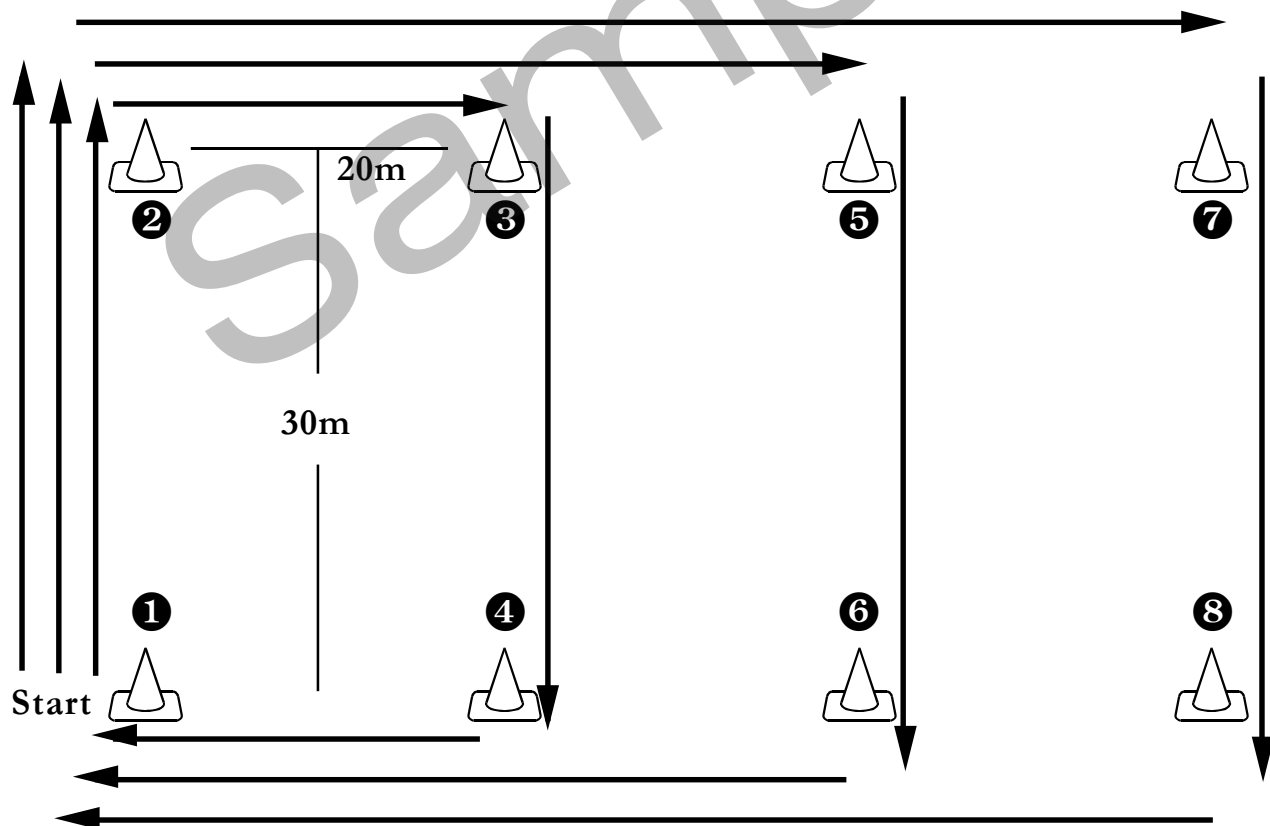
**Equipment:**

8 witches hats to mark out course.

**Activity:**

The children run at their own pace while working in a group. They start from hat ①, run around hats ②, ③ and ④, back past hats ①, ② and ③, around hats ⑤ and ⑥, back past hats ④, ① and ②, down around hats ⑦ and ⑧ and back to hat ① to finish. Children can perform 1, 2 or 3 circuits, depending on fitness levels.

Alternatively, challenge children to see how many “blocks” they can complete in 7 minutes.



Book 3  
For 11 - 13 yr olds

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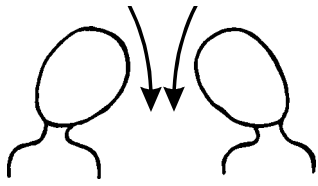
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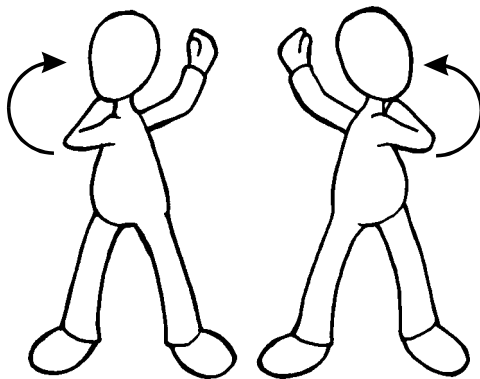
# Stretches



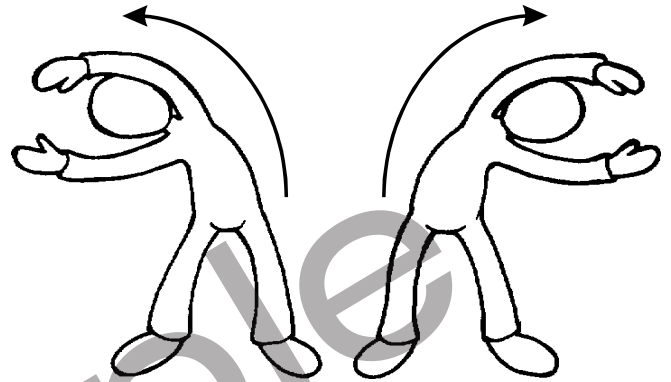
Neck stretch,  
forward, backward  
side stretch



Shoulder stretch,  
do both sides



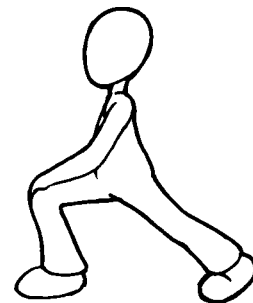
Trunk twisting



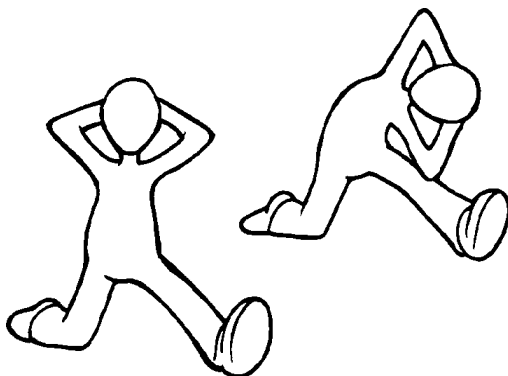
Sideways stretch



Trunk rolls



Forward lunge on both sides



Elbow to knee



Leg stretch on both sides

**Outcome:**

Children are able to distinguish between an effort phase and a recovery phase during exercise.

**Equipment:**

Stopwatch or timepiece, 6 witches hats.

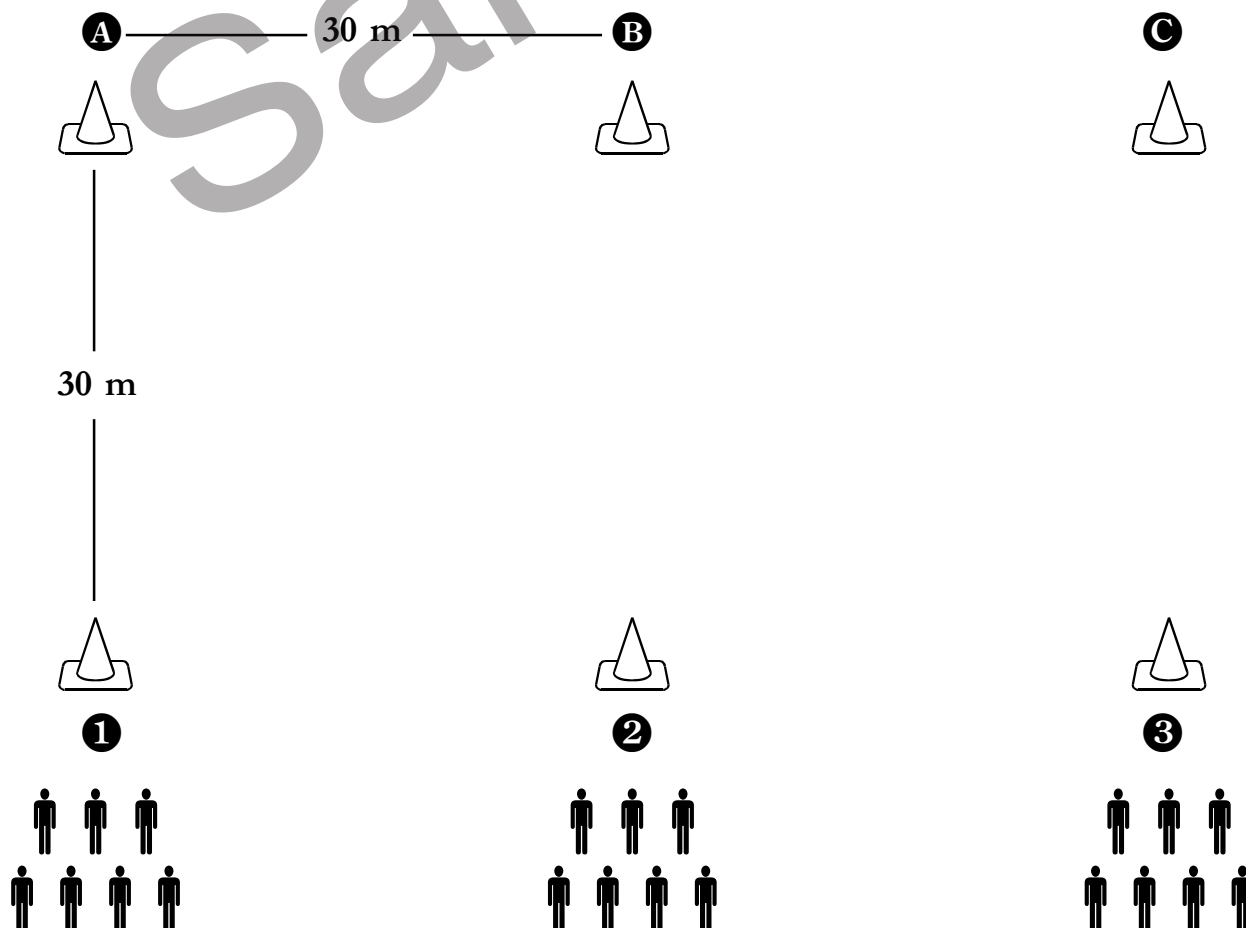
**Activity:**

Put children into three groups with one group at each hat – 1, 2 and 3 (see diagram).

Teams can run separately and be timed, or one runner from each team can run solo in a relay format.

On “go” Team 1 will run around hat **A**, back around hat **1**, up around hat **B**, back around hat **1** and finally out around hat **C** and back to hat **1**.

Team 2 run: hat **B**, hat **2**, hat **C**, hat **2** and hat **A**, hat **2**. Team 3 will run hat **C**, hat **3**, hat **B**, hat **3** and hat **A**, hat **3**.





**Outcome:**

Children repeat movements to form a sequence and adjust speed/tempo to suit.

**Equipment:**

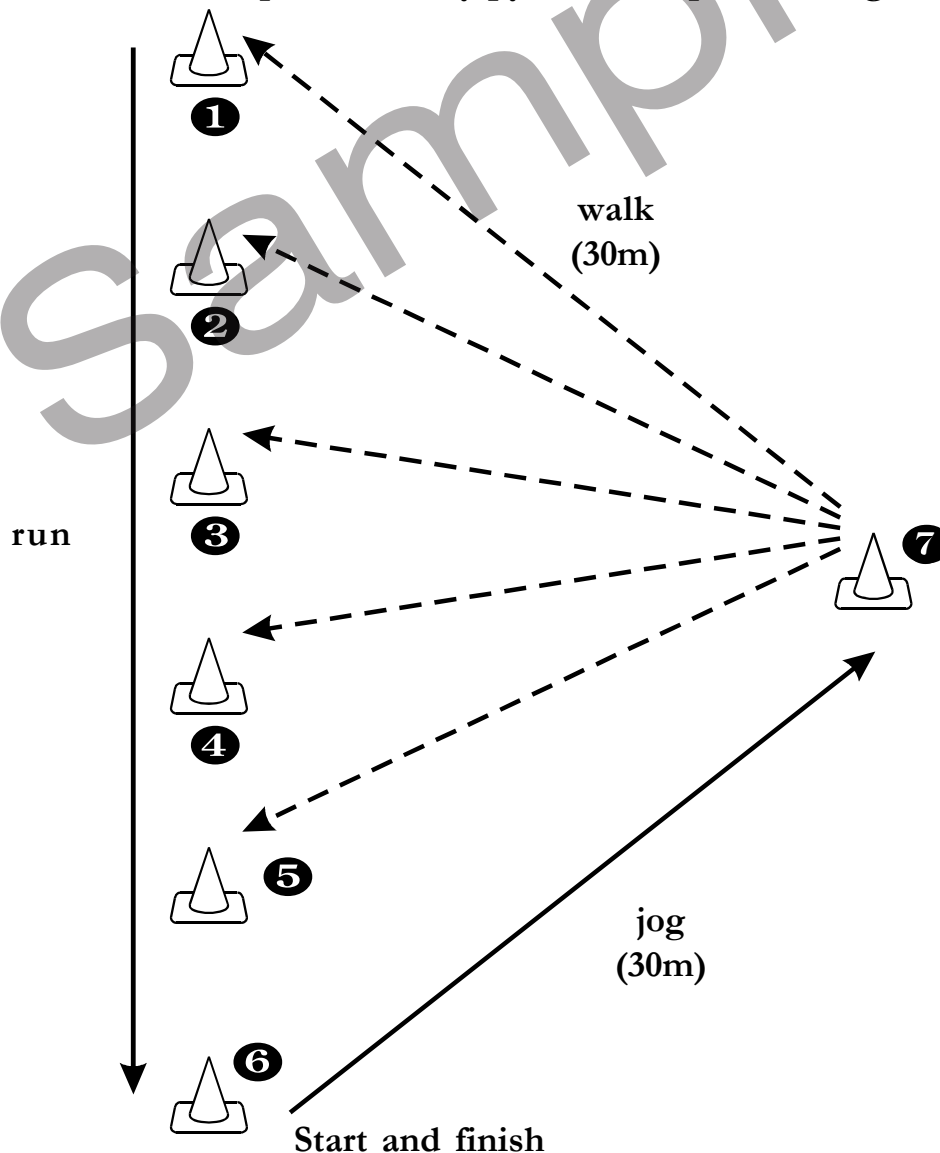
Witches hats to mark out distance.

**Activity:**

The children work as a group for this activity. They start at hat ⑥ and jog to hat ⑦ before walking to hat ①.

When they reach hat ① they run to hat ②, jog to hat ③ and walk to hat ④. This is repeated for hats ⑤, ⑥ and ⑦.

The children may be required to complete a set of pyramids, e.g. 3, or given a set time to complete as many pyramids as possible, e.g. 8 minutes.



**Outcome:**

Children develop their skills of speed and timing in moving through an ‘active’ obstacle course.

**Equipment:**

2 witches hats, 3 small rubber balls, 3 skipping ropes, 3 hoops, 3 beanbags.

**Activity:**

The children are put into 5 groups with even numbers in each group (if possible).

One group has to move through the course whilst the other four groups provide the obstacles. At the completion of the course Group 1 turns around and has another turn through. They then take over Group 2’s activity and Group 2 goes to 3, 3 to 4, 4 to 5 and Group 5 completes the course.

The four activities are: rolling balls back and forth, wiggling ropes on the ground, holding hoops to walk or crawl through, and tossing beanbags above head height back and forth.

