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In chapter 1, we have already mentioned that the parent's involvement in form of a parents evening is important and reasonable. The parents have a decisive influence on the children's activity- and eating behavior. On this parents evening, the parents should obtain information about the meaning of activity for children and the contents of the activity program "Having fun — getting fit!". It's important, that the parents become aware of the fact, that a healthy and active lifestyle depends on the daily behavior of the whole family.

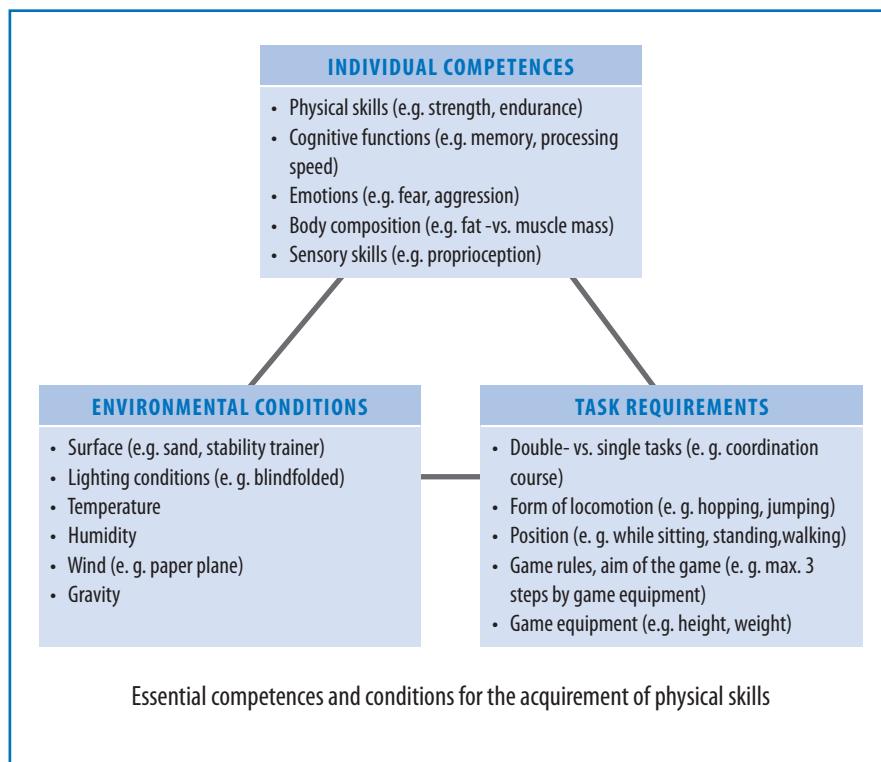
Ideally, the parents are handed out information materials that will be taken home by them. Maybe you could also give the children a little sportive "home program", which is carried out by them together with their parents. The motivation can be increased by means of an attractive point system, rewarding the children and maybe also the parents for conducted exercises in form of a final certificate awarding.

## 3 Contents of the activity program

The acquirement of physical skills is a decisive step in the development of each child. With a few exceptions, every child bears the potential of learning essential physical skills (i.e. hopping, jumping, throwing, catching), but also sport specific skills (i.e. instep kick in soccer, straight throw in handball). Such skills are an integral part of the behavior repertoire of every child and thus constitute the initial point from which children experience their environment. The development of the physical skills is based on the interaction of individual competences, environmental conditions as well as task requirements. In the interest of achieving an optimal development of the individual competences, it has been tried to consider and integrate these conditions into the accordant exercises by means of the present program.

The *individual competences* can be divided into structural and functional competences. Whereas structural competences (e.g. body height and — weight, leg- and arm length) gradually change by increasing age, functional competences (physical and sensory skills and cognitive functions) can be improved by training within a relatively short time. You will often find a combination of these functional competences in the lesson plans, just like it's common in the children's everyday life, too. Nevertheless, we have assigned emphases to the lesson plans, like for instance balance (physical skills) or memory (cognitive skills), which should help you in the planning of future, own lessons with your children.

The emphasis of the present program is set on the training of physical and sensory skills, as well as of the cognitive functions. For a better understanding, the following table defines the mentioned competences, describes their functions and gives some examples of the exercise program.



- › Don't train close to sharp or edgy items, that might lead to injuries in case of a fall.
- › Store the stability trainers flat and without overlying heavy items.
- › Avoid training with shoes, having sharp or spiky heels, spikes or cleats.
- › The stability trainer can be cleaned with water and soap.

## 5 The activity program — 12 lesson plans

All lessons are divided into three parts

1. Warm-up
2. Main part
3. Cool down

Mostly the warm-up takes places in playful forms, whereat the later applied products are already integrated. The main part contains a variety of exercises with the indicated materials. In doing so, it's possible to set different movement emphases. Strength, endurance, mobility and coordination are trained in almost every lesson, but there are always one or two physical main characteristics in the focus (see table). As many exercise elements take place in playful form, it turns out to be pretty difficult to give concrete numbers of repetitions or time units. In general, the children should always get enough time for trying out the given movement task and practicing it so many times, until the movement works out almost fluently. However, one task should not take longer than 10 minutes. At the exercises with band and weight ball, which serve primarily for strengthening, it's recommended to repeat the exercise 10-15 times. Up to three sets can be done, provided there is enough time. A game or relaxing unit serves as cool down, so that the children either come to rest a bit or find a dynamic end of the lesson.

## Overview of the 12 lesson plans

Hour	Story	Topic	Materials	Emphasis
1	Winter sleep	Becoming acquainted with the materials	Gymnastic balls, weight balls	Strength, mobility, balance
2	The zoo does gymnastics	Becoming acquainted with the materials	Elastic bands	Strength, endurance
3	Indians	Becoming acquainted with the materials	Stability trainer, gym mats	Balance, coordination
4	Adventure land	Courses	All	Movement and cognition, orientation skills
5	Circus	Acrobatics	Elastic bands, sheets, balls, balloons	Movement skills and balance
6	Spiderman	Posture and movement with the band	Elastic bands	Strength, mobility
7	Outer space	Posture and movement with ball and band	Elastic bands and gymnastic balls	Posture training, strength, endurance, mobility
8	Hall olympics	Circuit training	Gymnastic balls, stability trainer, mats, balloons	Movement and cognition, strength (endurance), flexibility
9	Adventure course	Course	All	Movement and cognition, orientation skills
10	Memory	Movement and memory	All	Movement and cognition
11	Do you feel yourself?	Body perception	Stability trainer, weight balls, mats	Perception
12	Playtime	Roll'n Go	All	Movement and cognition

## Lesson plan 4

# Adventure land

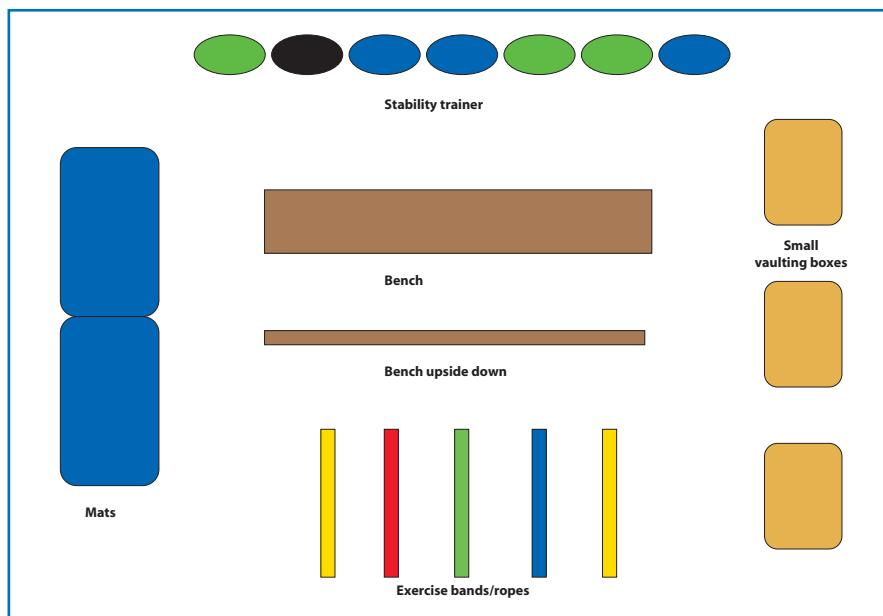


**Topic**  
Runs/courses

**Materials**  
All

## COURSE

An extensive course (for instance in form of a square with middle station) is built up, one lateral mat path and one lateral path with 2 or 3 small vaulting boxes, an upper path with ST and a lower path with exercise bands (zebra crossing). Two benches are in the center.



## WARM UP • WARM UP • WARM UP • WARM UP

The children walk/run/hop around the course or through the materials (without touching these)

**Variation:** Upon a pre-arranged signal, the children remain motionless (one- or two-legged). Provided the exercise with the balloons is carried out subsequently, the blowing up of the balloons can already be integrated in the warm up phase. Hence, those children, who have been firstly remaining motionless on the bench may blow up a balloon.

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In doing so, the following tasks shall be completed at different stations:

### RIVERSTONE COURSE

The ST are crossed with various contacts according to the color. The blue ST for instance by single contact, the green ST by double contact. If the order of the ST is changed (e.g. green, green, blue, green, blue, blue, blue) the tasks difficulty level increases.



### SEA SNAKE JUMPING

The children balance or jump over the bands/ropes.



## TREE TRUNK – CROSSING

The children can walk or run (forwards, laterally, or even backwards) over the benches , jump over the benches or conduct power exercises like dips (press-ups), bench pressings and sitting down + standing up.



## FIRE LAND CROSSING

The children can roll over the mats or try out various gait patterns (like a lion, monkey, stork).

Different balls or small items (e.g. corks, shuttlecocks, sheets), which shall be transported through the course by the children, can be integrated additionally.



## WARM UP • WARM UP • WARM UP • WARM UP

### WEIGHT BALL TRANSPORT

Each 3 weight balls lie on a course of 3 to 5 meters length. The children spread themselves equally on both sides. The first child collects the weight balls on its way to the other side and passes these to the second child, which puts the balls on the ground again on its way. Which group completes the most rounds within two minutes?

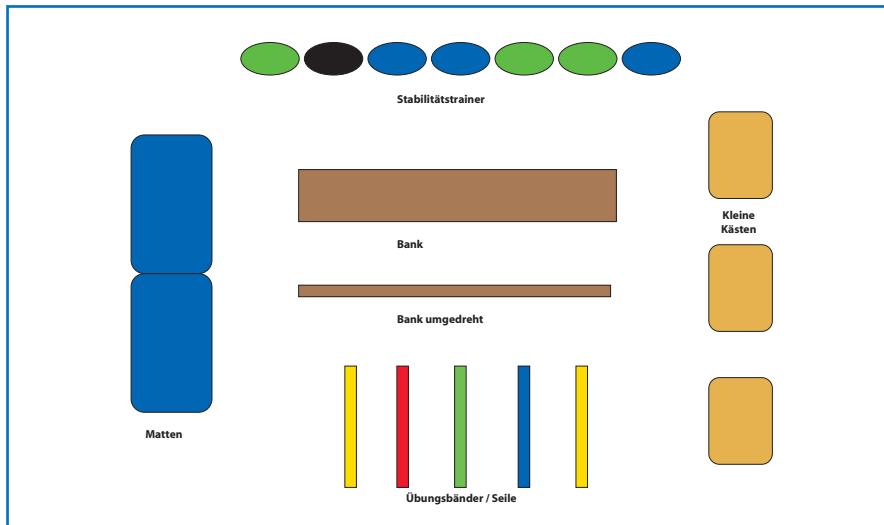


## MAINPART • MAINPART • MAINPART • MAINPART

### COORDINATION COURSE

Diverse tasks are given (see also hour mode 4, now with new and old tasks):

- Zebra crossing:** conclusion jumps, zig-zag-jumps, balancing (forwards/backwards)



- b. **Mats/gym mats:** rolls/somersaults, arm-decoupling tasks, rolling/bouncing balls
- c. **ST-Course:** Walking (forwards/backwards/sideways), running, hopping or add memory tasks (green: 3 foot contacts, black: turning, blue: 1 foot contact etc.)
- d. **Vaulting box course:** Rolling or bouncing a ball through the course



- e. **Benches:** balancing, squat jumps etc.