

# Teacher's Notes

## UNIT 3 Tiger values

### Fitness



**Type of activity:** whole class, pair and individual work

**Focus:** listening, speaking and reading skills, writing skills (optional)

**Active language:** *jog, balance on one leg, hop, skip, do jumping jacks, do sit-ups, do push-ups, do the front crawl, Can you...? (Olivia) can...*

**Level:** elementary, grade 3

**Time:** 45 minutes

#### Materials:

- Student's Worksheets 1a, 1b and 2 – one copy per pupil
- (optional) Student's Worksheet 3 – one copy per pupil
- Flashcards and word cards attached to the Teacher's Notes

#### Procedure:

1. Greet the class. Mime three physical activities, e.g. doing the front crawl, skipping, jogging. Encourage the pupils to guess in L1 or L2 what the lesson is going to be about. Listen to their guesses and say: *Today's lesson is about fitness.* Elicit or explain the meaning of *fitness*.
2. Explain in L1 or L2 that it is important to be active every day. Ask: *How can you keep fit?* Listen to your pupils' ideas. Explain that it is not always possible to take part in organised sports events, but we can stay active at home, too. Elicit the kinds of exercises that can be done at home. The pupils can answer in L1 or L2. When the pupils mention the activities shown on the flashcards, place the relevant cards on the board. Name the activities and drill the pronunciation of the phrases. Introduce the activities shown on any remaining flashcards.
3. Ask the pupils to stand next to their desks. Give instructions, naming the activities shown on the flashcards in random order. The children have to mime the activities. If they cannot do push-ups on the floor, they can mime them while standing up by stretching their arms forward and bending them.
4. Hold up the word cards in turn and read out the phrases with the whole class. Ask for volunteers to stick the word cards next to the matching flashcards on the board. Next, remove the flashcards, shuffle them and hand them out to volunteers to stick on the board again, next to the matching flashcards.

5. Invite a few volunteers to the front of the class, facing the other children. Stand behind the volunteers and hold up a word card for the rest of the class to mime. The volunteers watch their classmates and try to guess the activity. Change the volunteers and repeat the activity.
6. Play *Tiger says*. Give instructions that include the target physical activities; e.g., *Tiger says do two sit-ups/ jog / hop*. The pupils should act out the activities that start with *Tiger says*; if you do not say *Tiger says*, they should stay still. If the pupils make a mistake, they have to touch their toes. You can make the game harder by stating the pace or manner of the activity; e.g., *Tiger says do two jumping jacks slowly/ quickly / jog like a robot*, etc.
7. Hand out the copies of Student's Worksheets 1a, 1b and 2 and explain that the children talk about how they keep fit. The pupils read the text in Activity 1 and circle the correct activities that match the pictures. Next, they compare their answers in pairs. Check the answers with the whole class.  
**Answers:** 1. *skip ... hop ... do push-ups*; 2. *jog*; 3. *do the front crawl*; 4. *do jumping jacks ... do sit-ups ... balance on one leg*
8. Get the pupils to do Activity 2. First they answer the questions by writing down the correct names, based on Activity 1. Then they compare their answers in pairs. Elicit the answers from different pairs.  
**Answers:** 1. *William*, 2. *William*, 3. *Amelia*, 4. *Jacob*, 5. *William*, 6. *Lily*, 7. *Jacob*,
9. Give out the copies of Student's Worksheet 2. Get the pupils do Activity 1 by matching the pictures to the questions. Check their answers.  
**Answers:** a-7, b-4, c-1, d-2, e-3, f-5, g-8, h-6
10. Make sure everyone understands all the questions in the questionnaire. Ask the pupils to predict and decide which of the tasks in the questionnaire they are able to perform. They should not reveal their answers yet.

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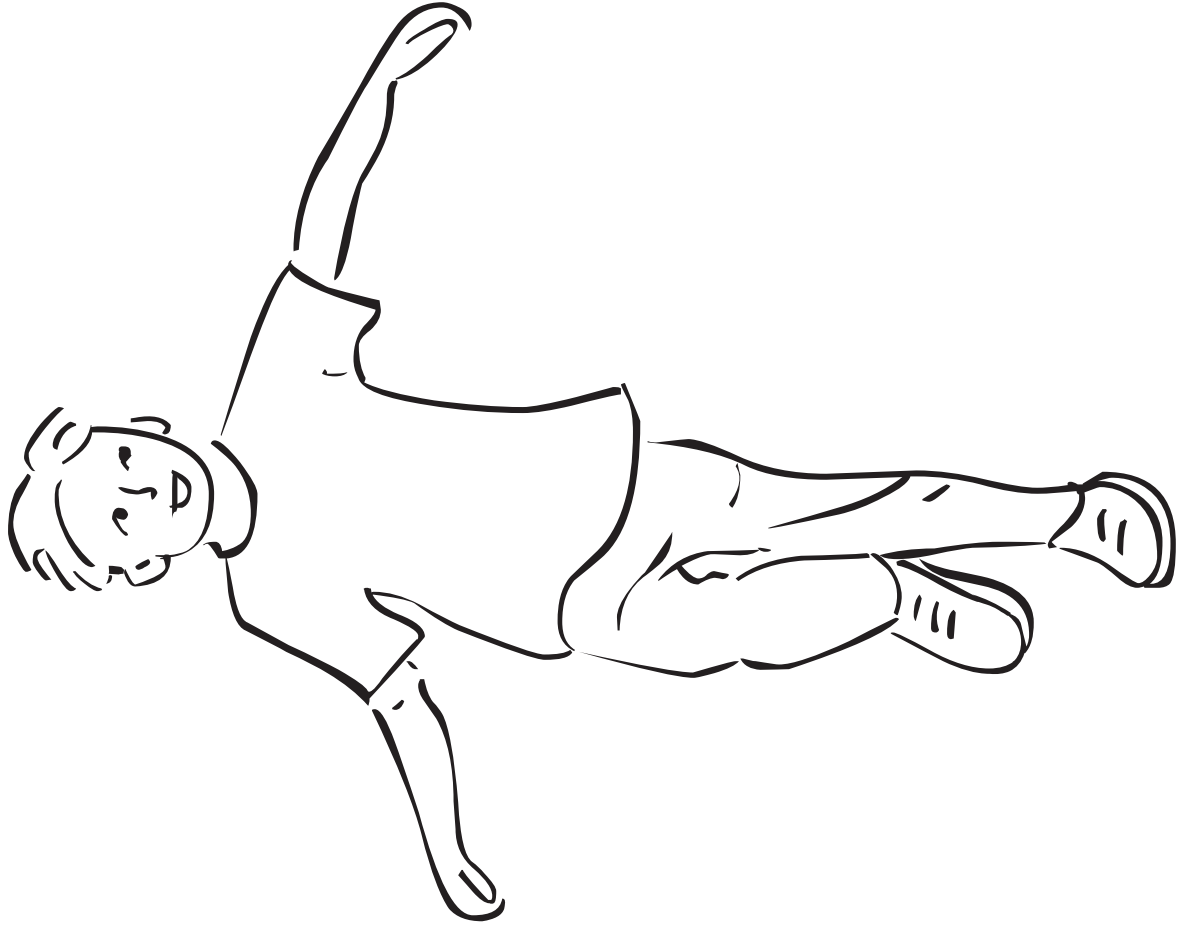
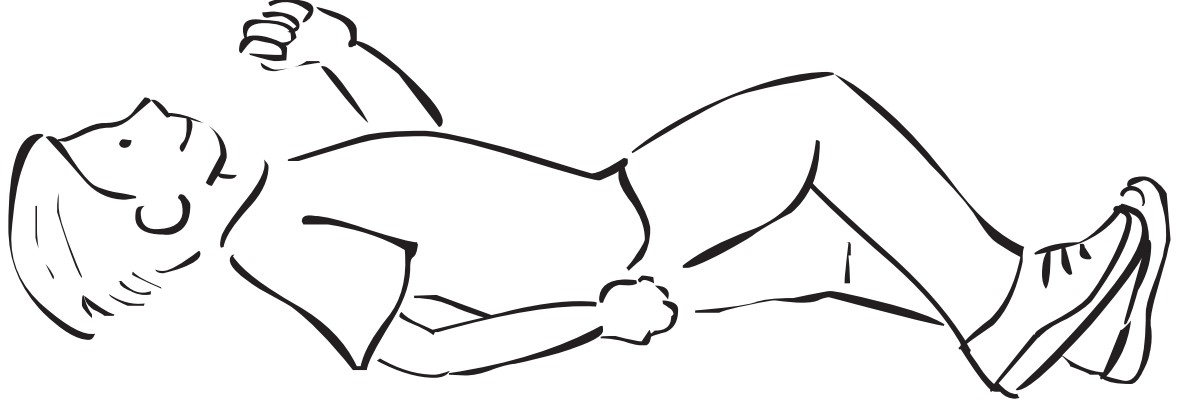
### ***Fitness***

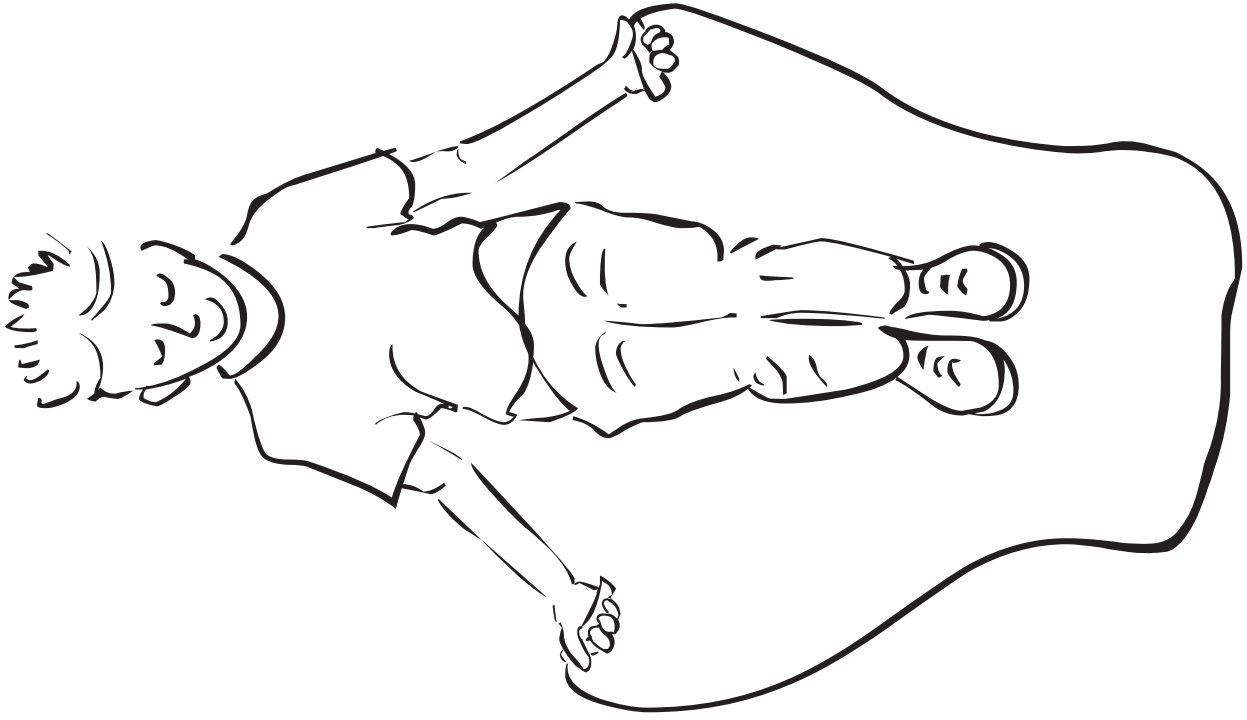
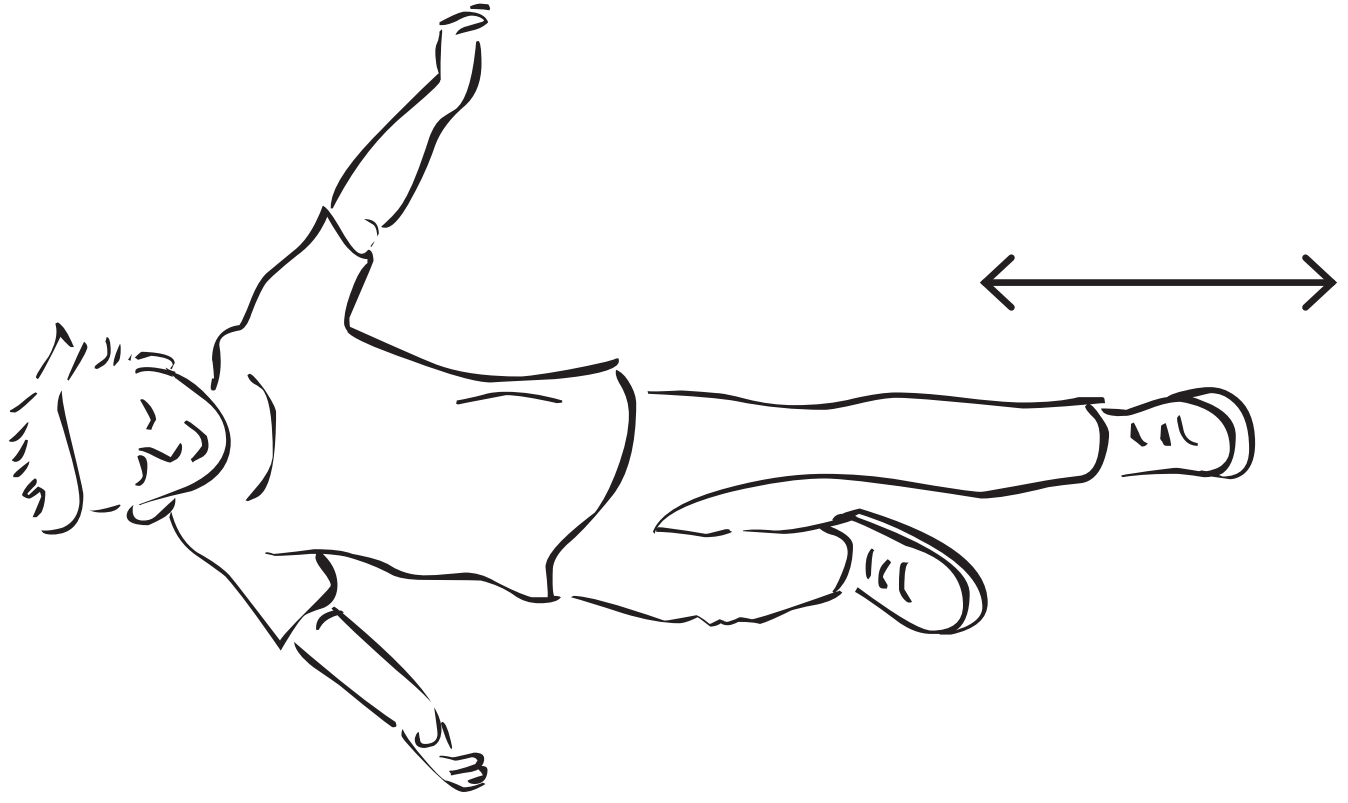


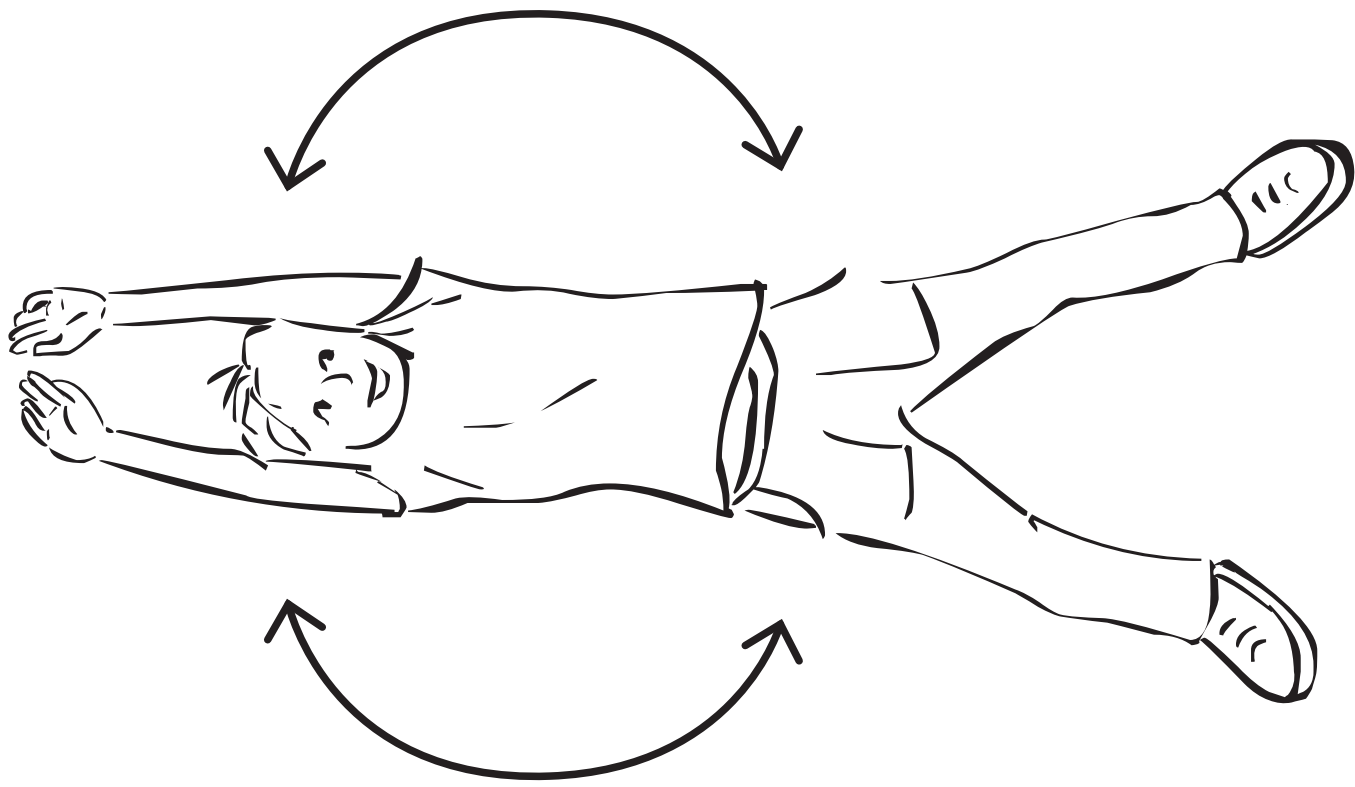
11. Point to Activity 2. Explain that the pupils' task is to walk around the classroom and talk to the other children in order to find one person for each question who answers: *Yes, I can*. They should write this person's name in the space provided and then change partners. Set a time limit for the activity. Ask a volunteer to report on his/her findings in full sentences; e.g., *Olivia can skip for 5 minutes*. Ask the rest of the class to report their findings to each other in pairs.
12. Mime the activities from today's lesson or show the flashcards to the class. Ask the children to name the activities shown. Ask the pupils to try out activities 1–7 from the questionnaire for homework (activity 8 is connected to swimming) and report the results in the next lesson.

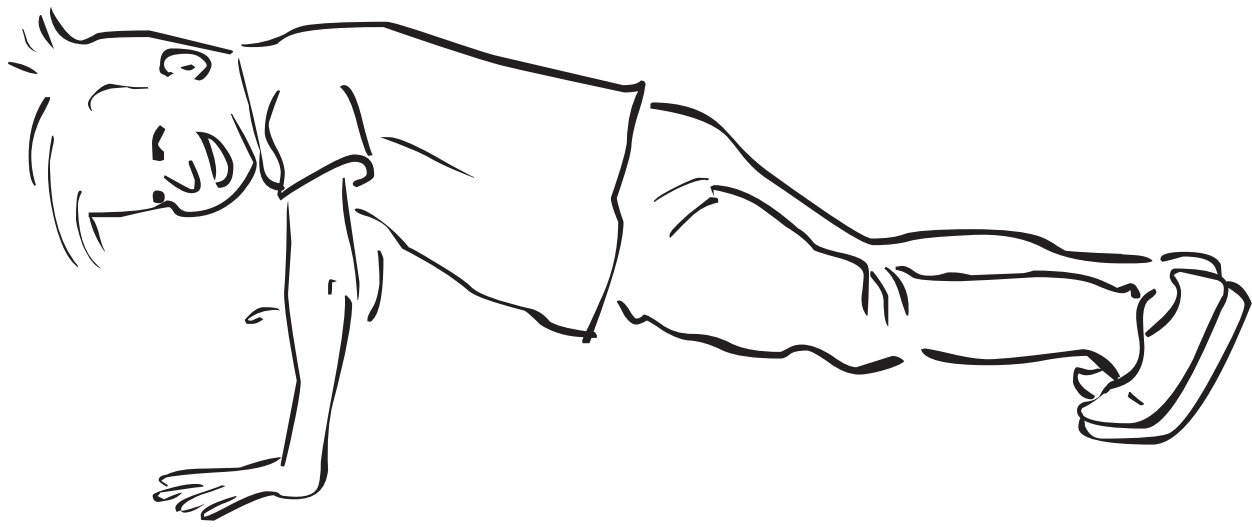
#### **Extension**

Give out the copies of Student's Worksheet 3 and explain the title. The pupils should plan their physical activities for the next 7 days, including at least one activity per day. You can write suggestions on the board; e.g., *Jog for (10) minutes, Do (5) push-ups*. Walk around the classroom, monitoring the activity and providing help when necessary. Encourage the pupils to do the challenge for one week and report on their experience in class.









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**jog**

**balance**  
**on one foot**

hop on one  
foot

jump rope



**do jumping  
jacks**

**do sit-ups**

**do push-ups**

**do the front  
crawl**