

NASPE Kid Powered Fitness



Presented by

Joella Mehrhof, Bob FitzPatrick, and Vicki Worrell

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What's Up!

- Divide the students into pairs.
- Have the partners stand on opposite sides of the play area.
- The teacher calls an action. The partners run to the center to perform the action with the partner and then return to their starting points.
- Examples of actions follow:
 - Give the partner a high five.
 - Touch the soles of the feet together.
 - Give the partner a backward high ten.
 - Jump around the partner.
 - Form a tunnel for the partner to crawl under.
 - Do a 360 degree jump turn with a high five at the end.
 - Do a pinky swing (little fingers locked and move in a circle).
 - Do a sit-up and finish with a high five.
 - Do a tickle ten (high ten with the fingers wiggling).
 - Give the partner a low five.
 - Give the partner a jumping high five and keep running to the partner's starting point.

Leader of the Pack

- Put up task charts on the wall.
- Divide the class into groups of four.
- Have each group stand by a cone or other area marker.
- The first team member (leader of the pack) rolls the die. The number on the die indicates what the remaining team members will do while the leader runs a lap.
- When the leader returns, the next team member rolls the die and the process starts over.
- Suggested Tasks:
 - Number 1 = Pretend jump rope
 - Number 2 = Shadow box (jab, jab, uppercut, uppercut)
 - Number 3 = Perform stars (behind the body, touch left foot to right hand, touch right foot to left hand)
 - Number 4 = Perform coffee grinders
 - Number 5 = Bob and weave (move forward along a line while bobbing and weaving)
 - Number 6 = Crab walk to the center of the gym and back

Zoom Zone

This is a simple way to assess the exertion levels of the students. Place posters of each of the zoom zone exertion areas on the wall. Be sure space these so that the students will have room to stand by one of the posters. After a fitness activity, have the students go and stand by the poster that best represents his/her level of exertion. By doing this, the teacher can easily see who is not working to target level, who is in the target zone, and who is above the zone. A chart of these levels follows below and also is illustrated on the next page.

- Slimed (below target level or not feeling very well)
- Zoom zone (in target level)
- Red alert (over the target level)

RED ALERT

ZOOM ZONE

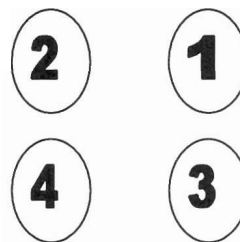
SLIMED

Who's the Boss

- Give each student one card from a deck of cards.
- Have the students begin walking in the area. Each time a student walks by another student they exchange cards.
- After about 30 seconds, call "who's the boss".
- The students quickly sort themselves into the four suits. The student with the highest card leads the group in a fitness activity. Repeat several times.

Dot Nots

- Have the students get a partner. Have each pair get four polypots.
- Place the polypots on the floor. Explain the order of the spots to the students (see the diagram below).
- Give the students a sequence to practice. A sample sequence might be jumping 1, 2, 3, 4. They would repeat this sequence several times.
- When the students are succeeding at the first pattern give them another pattern such as jumping 3, 1, 3, 1, 2, 4, 2, 4.
- When the students know two patterns have them put those two patterns together for a longer series. Put on the music and watch the students dance.
- Add various hops, direction changes, timing changes, etc.
- Allow the partners to create a pattern for their partners to attempt.



Card Shuffle

- Divide the class into groups of 2 - 3.
- Each group gets a set of index cards that have a number on each card from 1 to 10 and an activity.
- While the music plays, have the students perform some activity (jogging, skipping, hopping, etc).
- When the music stops, call out a way for the groups to sort the cards. The students arrange the cards in that fashion and then do the exercises in that order.
- Ways cards can be sorted include:
 - Put cards in consecutive order from lowest to highest.
 - Put cards from highest to lowest.
 - Put odd cards in order and even cards in order.
 - Make a rectangle from all cards.

12 Activity Ideas

- 1 = Curl-ups
- 2 = Ski jumps
- 3 = Coffee grinder
- 4 = High knees
- 5 = Crab walk
- 6 = Hop on right foot
- 7 = Hop on left foot
- 8 = Touch all 4 walls
- 9 = Frog jumps
- 10 = Pretend jump ropes

Boot Camp

Use activities that have already been introduced and be sure to already have introduced rubrics or checklists for differentiating among the various fitness components. Post the checklists multiple times around the activity area.

- List Aerobic, Muscle Strength and Flexibility activities
- Partner activity
- **3-4 of each**; vertical list on worksheet (see below)
- Student performs each activity the number of times determined by roll of the dice
- Alternate dice rolls w/partner
- **Once activity is complete** partners must place A<M<F to tell which activity they performed. A=Aerobic; M=Muscle Strength; F=flexibility (if applying to 1st or 2nd grade substitute Aerobic with Heart Health (H)).
- Process activity at conclusion; review correct answers
- Options: Play like bingo using the activities laid out on a bingo card; the chance roll of the die will put all sets of partners on a different pace so winners will be at random.

Activities to include: Tail Grabs, Side to side kicks (with weight on hands), Washer Machines, Skate Jumps maximum force, Skate & Shake, Scissors Roll, Spiderman Crawl, Lap Run, Zig-Zag Tag and 50 Rope Jumps (Shadows).

Boot Camp Task Card



Health Related Fitness for Grades 3-5

Student: _____ Class: _____

Directions: Perform (you and your partner) each of the following activities the number of times that come up on your roll of the die. Be sure to take turns on rolling the die. Once you complete the physical challenge you and your partner decide in which fitness category the exercise falls: Aerobic, Muscle Strength or Flexibility. Circle the letter representing the correct element of fitness.

Exercises

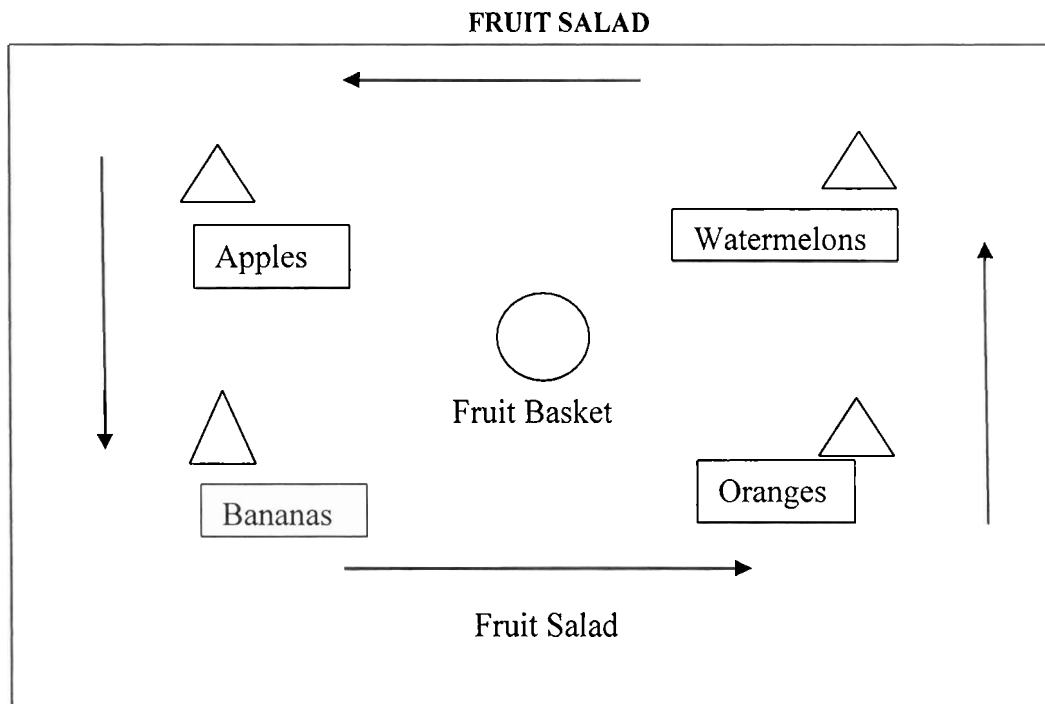
1. Blast-Off Jumps	A	M	F
2. Spiderman Crawl	A	M	F
3. Zig-Zag Tag	A	M	F
4. Scissor Rolls	A	M	F
5. Washer Machines	A	M	F
6. 50 Jump Ropes Fast	A	M	F
7. Skate & Shake	A	M	F
8. Lap Run	A	M	F
9. Skate Jumps	A	M	F
10. Tail Grabs	A	M	F

Hint: To answer the correct component of fitness, think back to your checklist for each of the component.

Fruit Salad

Set up four large cones (everyone can see) and place a sign over cone with a fruit name. Be sure to leave a buffer zone (safety area from walls and obstacles).

- **Fruit names can be whatever you choose (change often) Watermelons, Apples, bananas, oranges.**
- If you call two fruits, they must change places (General Space rule).
- If you call Fruit Basket-everyone to middle circle, with static high five to partner on each side. Give them 5 seconds, if they take longer 3 Blast Off Jumps.
- If you call Fruit Salad-students must run a lap-start and end at same fruit name. Be sure to say counter/clockwise.
- Process the cognitive connection to fueling your afternoon activity (soccer practice, basketball, baseball, dance etc.) with fruits vs. candy bar. Carbs, which are more complex, last longer and slower release, not the quick up and down.
- Options: try activity while dribbling a soccer ball, basketball. Try with a partner (rope connection). Do in gym or down on fields.



Moving with Numbers

- Provide each student a playing card. Have the students spread out around the room
- The teacher calls out a way for students to find a partner (i.e., someone with same color hair).
- The students quickly find a partner.
- The teacher tells students the students to add (multiply, subtract, etc.) the numbers on their cards and then perform the stated activity (jumping jacks, push-ups, curl-ups, touch that many lines in the rooms, etc.) that number of times.
- Repeat several times.

Octopus Garden

This will be a fitness activity done to music using surgical (resistance, stretch) tubing as resistance. You can purchase tubing in bulk (SporTime or www.performbetter.com) and cut into 6' lengths. Do not use tubing with handles.

- Hand each student a piece of surgical tubing; allow them to choose their resistance (red-easy; green-medium; navy-hard). Perform all activities to the music "Octopus Garden" by the Beatles
- XC Arms-arms swing in a diagonal motion in opposition
- Double Pole arms-arms swing forward and backward symmetrically
- Ins and Outs-cross arms laterally in front
- Lateral Rotations (both hands holding ends of tubing)-Move arms right-center-left-center etc.)
- Reach and push-(lift left foot at same time left arm pushes to sky; repeat for right side)
- Lateral Steps (Adductors)-Holding ends firmly push right foot out laterally against tube and repeat on left side.

Options: Use as part of a creative run, walk, hike outdoors and use natural objects as an anchor for various pulls; ask students to create various pulls/uses to accomplish fitness goals.

Paper Plate Sprints w/peer assessment

Be sure to utilize an aerobic warm up with some active stretching prior to this activity.

- **Hand each student 1 paper plate.**
- Divide class into partners A and B; Line A will be spread across the gym (baseline) with Line B directly behind line A.
- Explain what learning outcomes you are striving for (see checklist below relating to sprinting technique).
- Explain that sprinters are to hold plate for first 3-4 steps or until teacher says "let go" and sprint fast using air pressure to hold plate against chest (do not touch plate with hands once up to speed).
- Do not stop to pick up plate if it falls (return to get plate after everyone in their group has finished).
- Send off line A and explain that line B will assess their partner based on Element # 1 from the checklist; Then send off line B and A will now be the assessor.
- Use thumbs up or down as your scoring mechanism; give verbal feedback to each other.
- Repeat except this time B goes first followed by A (frontal perspective vs. posterior perspective).
- Repeat until each element is the focus of the run; finally do one more run with a summative assessment.
- Process at end of class whether or not positive assessment is dependent on plate staying up?
- Process (actively) with class the differences among running fast, jogging and walking with relationship to body position and limb movement (good to do this during your Instant Activity)

Checklist for Sprinting

1. Eyes forward (not up or down)
2. Pump arms vigorously beside chest.
3. High knee action.