

GET ON TRACK

WITH THE NEW PHYSICAL BEST ACTIVITY GUIDES

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AEROBIC MOVEMENTS

LEVEL :Primary

CONCEPT :Aerobic means “with oxygen.” Aerobic fitness is when your heart, lungs, and muscles work together over a period of time. When doing physical activity it encourages your heart to beat harder, your lungs to breathe better, and your muscles to get more oxygen.

PURPOSE

- Students will engage in sustained physical activity that causes an increase in heart rate and breathing rate.
- Students will define aerobic fitness.
- Students will state the changes in the body when doing aerobic endurance activities.

RELATIONSHIP TO NATIONAL STANDARDS

Physical Education Standard 3: Participates regularly in physical activity

Health Education Standard 3: Students will demonstrate the ability to practice in health-enhancing behaviors and reduce health risks.

EQUIPMENT

- Music
- Boom box
- Aerobic Cards

SPECIAL EQUIPMENT

1. Pedometer to track steps if desired

REPRODUCIBLE

Reproducible needed for this activity:

Picture of heart for each student

Picture of lung for each student

Picture of muscle for each student

One Picture of heart with a star on the reverse side

One Picture of lung with a star on the reverse side

One Picture of muscle with a star on the reverse side

HUMAN KINETICS

Activity Cards: there are 3 different activity cards with pictures: heart, lungs, and muscles. Two sets of cards can fit on an 8x11 page with a dotted line for cutting. A set of cards is needed for each student. One set of cards should have the picture with a star on it.

Reproducible needed for this activity:

Picture of heart for each student

Picture of lung for each student

Picture of muscle for each student

One Picture of heart with a star on the reverse side

One Picture of lung with a star on the reverse side

One Picture of muscle with a star on the reverse side

PROCEDURE

1. Students start in a circular formation going clockwise around the perimeter of the gym.
2. When the music starts remind students they will be going for one minute and encourage them to all find a pace to keep moving during that time. Not too fast and not too slow.
3. The teacher should stand in a position to easily monitor the students or walk in the opposite direction using positive eye contact.
4. When the music stops, each student goes to the middle circle, takes a red card, and looks at the picture. Tell students there are 3 different pictures they need to be collecting. If a star card is drawn, have a student explain the picture.
5. Repeat with a different locomotor movement. Stop and pick up a card again. Continue until students have all 3 cards. Have the face of the cards turned up so students can make sure they get all 3 cards. The star is on the back side of three cards.
6. At the end of the activity have the students with the stars explain the picture on the front in relation to the definition of aerobic endurance.

TEACHING HINTS

- Review the definition of aerobic endurance.
- Have students put movement into the definition: Aerobic endurance is when the heart(make a fist and place over heart), lungs(place hands on lungs), and muscles(make muscles with both arms) all work together over a period of time.
- Point out what is happening to the body as they are doing this. The heart is beating faster, breathing is faster, muscles may be getting tired, sweat occurring, the face is getting red, you may become thirsty.
- Pedometer: The pedometer can keep track of a student's steps. They can compare the number of steps they take for each minute. Students can be encouraged to increase the number of steps they take each minute. Have them look at what changes are taking place in the body as they increase steps.
- No pedometers: Have students start out moving slowly and then increase speed.

SAMPLE INCLUSION TIPS

Students who move at a slower pace should keep to the perimeter of the room, when going in a circle. Speed does not matter, but students should be encouraged to keep moving at their original pace.

ASSESSMENT

- Have students use the cards to say the definition.
- Have students do the arm movements as they say the definition.
- Listen to a student give the definition to a partner.
- Check a student's distance with the use of a pedometer to see how hard they worked in the lesson.
- A class discussion can have students say the changes that occur in the body during aerobic activity: heart beat faster, breathing harder, used a lot of muscles.

VARIATIONS

1. Vary the length of music time with different grade levels
2. After moving in one direction for a while have the teacher say, "Carefully turn around and go the other way." Teaching children how to "pivot" helps with this direction.
3. Have students move around the gym in a scattered formation or a circle.

HOME EXTENSION

Have students see if they can continue doing aerobic activity by walking around the block at home without stopping. Check for participation by a show of hands in the next class. Ask what changes occurred in the body when they finished the workout.

FRANTIC BALL

CONCEPT: Aerobic means “with oxygen.” Aerobic fitness is the ability of the heart, lungs, and muscles to perform activity over a sustained period. The heart rate represents how fast the heart pumps blood (which carries oxygen) through the body. As the body requires more oxygen to be transported to the muscles, the heart beats faster and the person breathes harder.

PURPOSE

- Students will evaluate how physical activity increases the heart rate.
- Students will examine the effects of how moving and participating in activity will increase the heart rate.

RELATIONSHIP TO NATIONAL STANDARDS

Physical Education Standard 2: Demonstrates understanding of movement concepts principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Physical Education Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

EQUIPMENT

- 3 balls per group of 5 students - 6 – 8” foam balls
- Boom box
- Music

SPECIAL EQUIPMENT

Use heart rate monitors for students to see the various heart rates during the different activities.

REPRODUCIBLE

none

PROCEDURE

1. Students will take their heart rate while standing. Talk about a resting heart rate as being slow because the body is not being active.
2. Students will be placed in a group of 5. They will learn a star passing pattern. You can't pass to the person next to you. It helps to say the name of the person you are passing too. Add at least 3 balls to the group. Stop and take the heart rate. They are now ready to move and pass around the playing area.

3. Students will be aware that they will need to travel safely by staying on their feet, watching where they are going, and following directions.
4. When the music starts students will continue to move around the gym. They are to constantly move anywhere around the area and watch the person who will be passing them the ball. The star pattern continues as each is moving.
5. When the music stops students will stop and take their heart rate.
6. Compare the number of beats per minutes. Talk about how this helps define the meaning of aerobic endurance.
7. Talk about what they can do to increase the heart rate in this activity.
8. Repeat the activity and see if they accomplished the task of increasing the heart rate. Why or why not?

TEACHING HINTS

- Define aerobic endurance before beginning.
- Tell students that this activity will help them understand what aerobic endurance means.
- By taking the heart rate it helps students see the effects that movement plays in developing aerobic endurance.

SAMPLE INCLUSION TIPS

- Students who are unable to move a lot will be required to move a short distance once they have passed the ball.
- Use a larger foam balls

ASSESSMENT

Classroom discussion questions:

- Did you notice a difference in your heart rate? Coming into class, standing and passing, moving and passing?
- What does a fast heart rate do for the body?
- How does this help the body?
- What did you do to increase your heart rate?

VARIATIONS

- Have students dribble a ball 5 times before passing. Discuss how different sports will affect the heart rate.
- Go back to the assessment questions and compare how they will be different with different sports.

HOME EXTENSION

Reproducible

8x 11 sheet of paper

Frantic Ball Finale

Name _____ Date _____

Write down three physical activities you did at home and describe your heart beats and your breathing.

Example:

I played soccer with my friend. We were shooting goals.
My heart beat fast when I was dribbling to the goal to shoot.
I was breathing OK and not very hard.

I walked the mall with my grandmother
My heart was beating good at first and then fast just before we stopped.
My breathing was fast because she walked far and fast.

Activity #1:

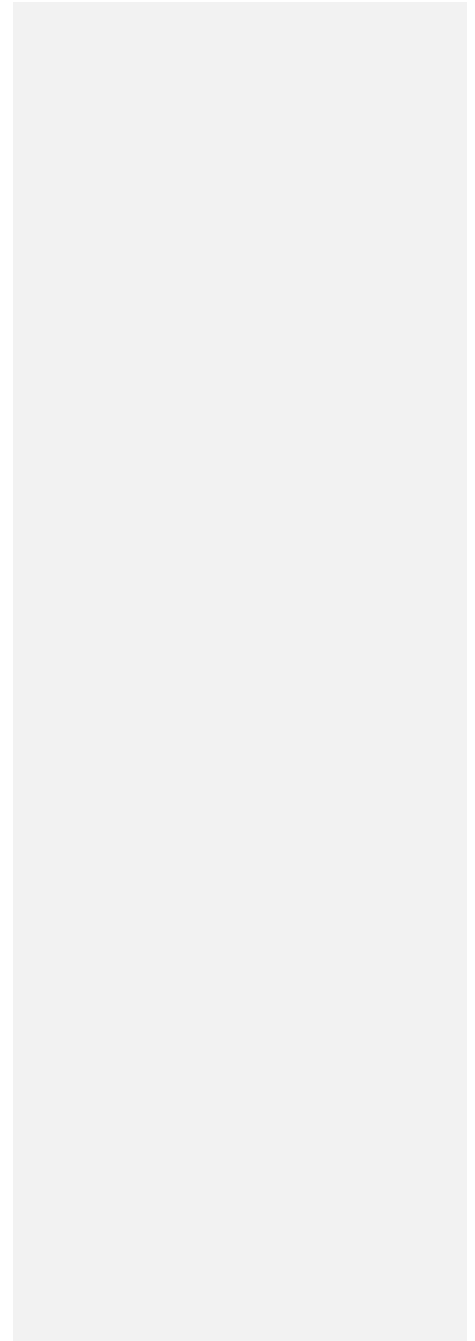
My heart beat _____
I was breathing _____

Activity #2:

My heart beat _____
I was breathing _____

Activity #3:

My heart beat _____
I was breathing _____



FITNESS FOUR SQUARE

LEVEL: intermediate; specificity; all areas

CONCEPT: By experiencing a variety of fitness activities and then discussing them, students can gain an understanding of specificity training.

PURPOSE:

Students will demonstrate exercises that develop specific areas of health related fitness
Students will classify exercises in health related fitness areas.

REALTIONSHIP TO NATIONAL STANDARDS

Physical Education Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Physical Education Standard 3: Participates regularly in physical activity.

Physical Education Standard 4: Achieve and maintains a health-enhancing level of physical fitness.

EQUIPMENT

Each group of 5 will need: playground ball, volleyball trainer, beach ball or balloon, four square area marked with tape or chalk, one cone with 6 different exercises listed/explained, one die for each four square courts.

SPECIAL EQUIPMENT

- Pedometers can be worn to count steps during the activity
- Heart rate monitors can be used to have a student be in their target heart rate

REPRODUCIBLE

Exercises cards are to be placed on cones.

Exercises

Card 1

- 1 – Squats
- 2- Power walk around your square
- 3 – Jumping jacks
- 4 – 30 alternating elbow to knee
- 5 – Elbow push
- 6 – 20 high knees

Card 2

- 1 – 10 lunges
- 2 – 10 toe raises
- 3 – 10 arm circles
- 4 – 10 curl ups
- 5 – 10 push ups
- 6 – 10 grasshoppers

Card 4

- 1 – 10 leg lifts
- 2 – 20 arm circles going backwards
- 3 – Power walk around your square
- 4 – Jump 20 times in place
- 5 – Hop on each foot 10 times
- 6 – sit and reach for toes count to 10

Card 5

- 1 – 20 grasshoppers
- 2 – 10 push ups
- 3 – 10 heel rises
- 4 – 20 high knees
- 5 – crab walk around square
- 6 – 10 squats

PROCEDURE

1. Demonstrate each exercise from the lists if students are not familiar with them. Explain to students that each four square court will have a die and a cone with an exercise list.
2. Divide the students into groups of 5. The fifth student will be the roller and will rotate into the activity after an exercise is performed.
3. The student in square one will be the server and will serve the ball the group selected to anyone in the other courts. The server will begin the activity with “Ready?” and the team responds, “Serve.”
4. The object of the activity is to keep the ball continuously passed without it touching the ground using the forearm pass or set. Explain that the ball cannot be hit twice by the same person and students have to remain in their square to pass the ball.
5. Once it touches the ground, the student on the waiting line will roll the die. The number the die lands on is corresponded with an exercise which is listed on the cone at each court. Students need to decide what area of fitness the exercise will help develop.
6. Each court has different exercises.
7. After exercising, students rotate squares so the student in one rotates out and becomes the new die roller. All other team members move around the square. The person in square two moves to one and becomes the new server.

TEACHING HINTS

- Teach the skills first and allow appropriate time for the children to practice.
- Talk about health related fitness and discuss that specific exercises will strengthen or stretch certain muscle groups.
- Help student’s categorize these exercises into the specific health related fitness area: muscle strength and endurance, flexibility, aerobic endurance.

INCLUSION TIPS

- Wheelchair students can catch the ball

ASSESSMENT

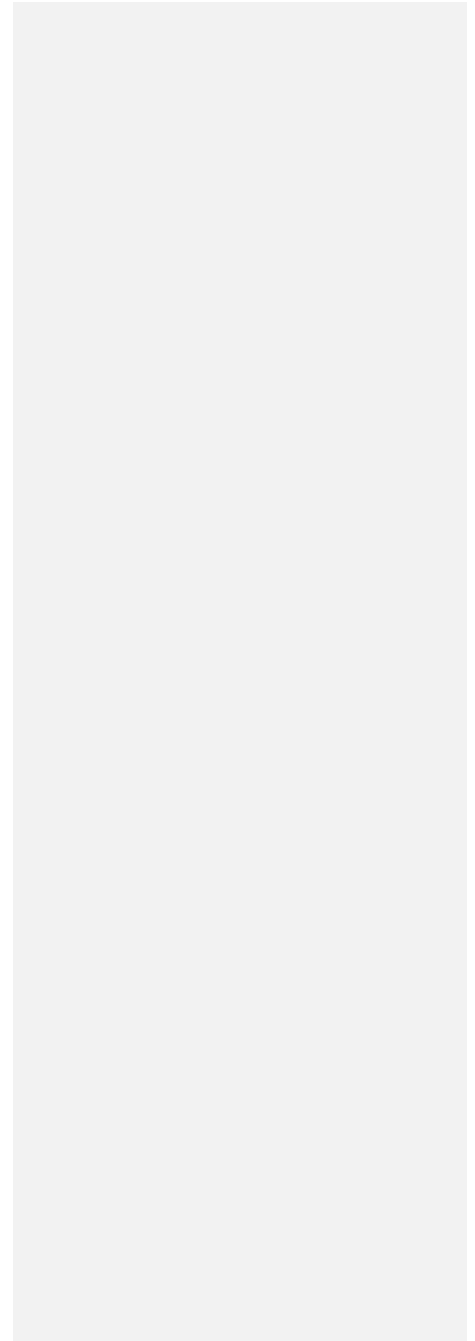
- Students are to determine what exercises go with what areas of fitness. Evaluate their answers.
- Give students pencil and paper and have them write 3 exercises and identify the part of the body the exercise develops.

VARIATIONS

- Design your own exercises so that each square represents a specific fitness area. Rotate squares after 3 rounds.
- Have students design exercises.
- Once a student leaves box #1 they rotate to another square and become the dice roller in a new group.

HOME EXTENSION

Design a four square area at home. Use the rules done in class and make up your own exercises. You can play the activity with only one friend, but 4 makes it more fun.



MINI TRIATHALON

LEVEL: Intermediate

CONCEPT: Pacing in activities can help the body continue working for a longer period of time so you can participate in activities longer. The goal of aerobic activities is to maintain vigorous activity for long periods of time, eventually working up to 15 - 20 minutes of activity each time.

PURPOSE

Students will explain the changes in the heart rate that occur with an aerobic endurance activity.
Student will identify the purpose of pacing in aerobic activities.

RELATIONSHIP TO NATIONAL STANDARDS

Physical Education Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Physical Education Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

EQUIPMENT

- 2 Cones per group to mark start/finish line and turn around point
- 1 football per group of 3
- 1 soccer ball per group of 3
- Stopwatch for each group of 3. This is to count your heart rate.
- Pacing Your Triathlon Record Sheet

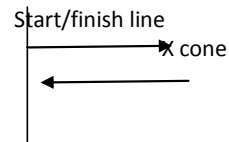
SPECIAL EQUIPMENT

Heart rate monitors (optional) to see if in a heart rate range, or to see how elevated the heart rate became with aerobic exercise.

REPRODUCIBLE

- Target heart rate charts
- Pacing Your Triathlon Record sheet
- AHA Perceived Exertion Chart -

PROCEDURE



1. Divide the students into groups of three. The goal is not to be the first one finished, but to be able to perform continually and to end up in your target heart rate.
2. Record your resting heart rate before beginning. You will also record your heart rate at the finish.
3. Person # 1 will line up at the start with a soccer ball and a football behind them.
4. On "go" person #1 will run down to the turnaround point and return to start/finish line. The teacher can decide the length, but half of a football field is recommended.
5. Person #1 continues dribbling a soccer ball down to the turnaround point and back to the beginning.
6. Person #1 will then pick up footballs and begin throwing toward turn around point, run to ball, pick up and throw again until they have gone to the turn-around point and back.
7. Take your heart rate when they have crossed the start/finish line.
Determine if you are in your target heart rate.
8. Repeat with person #2 and #3.

TEACHING HINTS

- Discuss that a triathlon is composed of putting 3 different sports together into one competition. Usually it is bike, swim, run.
- Discuss pacing and target heart rate. By pacing through an activity an athlete conserves enough energy to continue to move through all three events without having to stop. This is why pacing is important. The pacing speed will be different for each person depending on what shape they are in and their understanding of what their body is capable of doing.
- Have the students record their resting heart rate and then again at the end of the triathlon in order to see the effects the exercise has had on the heart.
- Have them find their pulse, use the stop watch and count for 6 seconds. Add a zero behind the number. Check the chart to see if you are in your target heart rate.
- Ask questions for understanding at the end of the event.
 - Did the students maintain a steady pace during all sections of the triathlon?
 - Did they maintain their target heart rate or were they above it or below it?

SAMPLE INCLUSION TIPS

- Shorten distance to turn around
- Modify the skill sections of the triathlon to meet the need of students.

Comment [HC1]: Refer to Inclusion Tips in Cpt 1

ASSESSMENT

- Why is pacing important?
- What happened to your heart rate from the beginning to end? What do aerobic activities do for our body?

VARIATIONS

- Pick 3 different sports and have students design what activity they have to do with each sport.
- Include all areas of health related fitness in a triathlon.
- Instead of using the heart rate zone you can use the perceived exertion scale by the AHA .

HOME EXTENSION

Ask the students to create their own version of a triathlon. Try it at home.
Have students bring it back to school to try in class for a warm up activity.

Pacing Your Triathlon

Name Your Team_____

Participant #1:_____

Resting heart rate before you being. Beats per minute_____

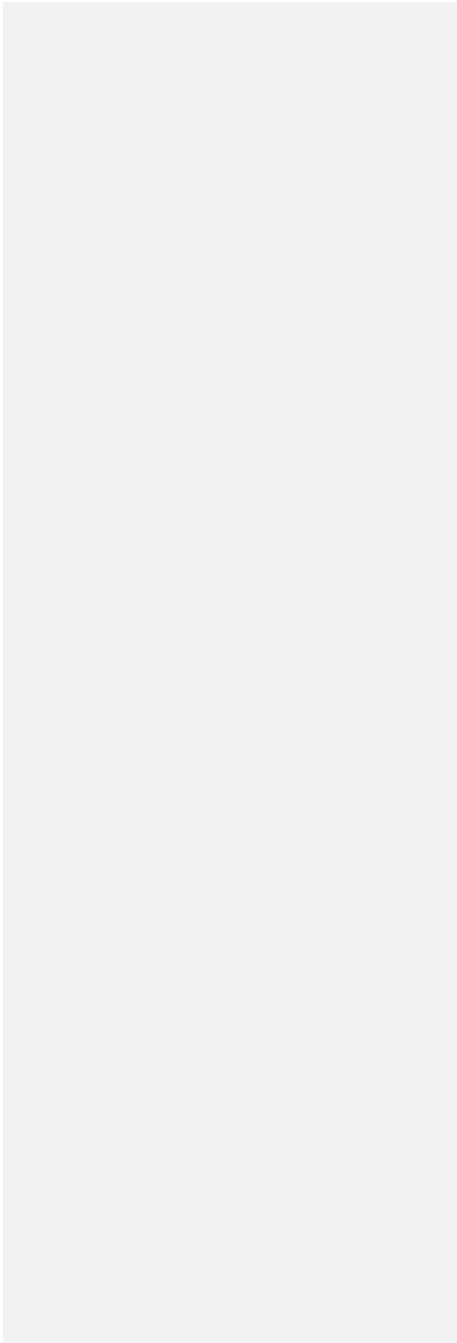
Heart Rate after activity Beats per minute_____

Participant #2: _____
Resting heart rate before you being. Beats per minute _____

Heart Rate after activity Beats per minute _____

Participant #3: _____
Resting heart rate before you being. Beats per minute _____

Heart Rate after activity Beats per minute _____



FITNESS BENEFIT TREASURE HUNT

CONCEPT: Students will identify specific muscles and demonstrate exercises while participating in health enhancing fitness activities. They will improve their aerobic, strength and flexibility while recording the benefits of physical activity

EQUIPMENT

Each group of 4-6 will need: medicine ball, volleyball trainer or basketballs, jump ropes, steps, one cone with 6 different exercises listed/explained, one muscle man and one clipboard w/ assessment sheet.

PROCEDURE

1. 6 different colored task cards are placed in middle of area.
2. Students are placed in groups of 4-6 and all groups go outside of 6 cone area.
3. Students are instructed to select one person in group to go in center to get a task card and bring back to group.
4. They read task card and go to SAME colored cone and perform the exercise for 2 minutes (music).
5. They are reminded to stop and record on clipboard the primary muscle used and the benefit of activity.
6. The person returns the task card to center.
7. All of class jogs 1-2 lap around cones until music stops and 1 person goes in to center and selects a different task card.
8. Play continues until all groups have selected all six colors and recorded the benefits while learning specific muscle groups!

TEACHING HINTS

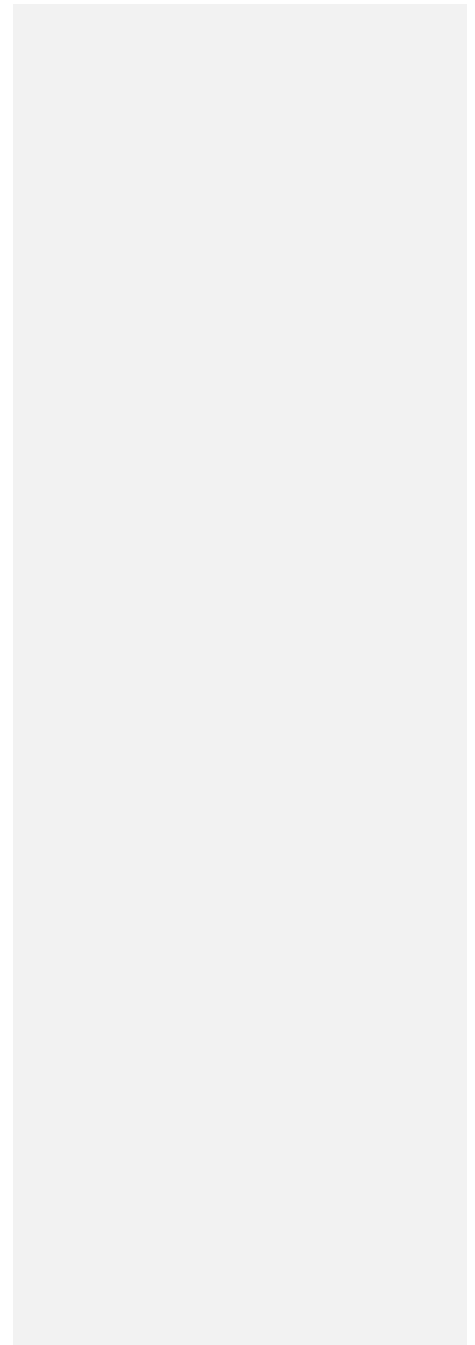
- Teach the skills first and allow appropriate time for the children to practice.
- Talk about health related fitness and discuss that specific exercises will strengthen or stretch certain muscle groups.
- Help students categorize these exercises into the specific health related fitness area: muscle strength and endurance, flexibility, aerobic endurance.

ASSESSMENT

- Students are to determine and record the benefits of each exercise. Evaluate their answers at closing of lesson.
- Students are to record the primary muscle of each fitness station. (sheets on clipboard)
- Give students pencil and paper and have them write 3 exercises and identify the part of the body and specific muscles the exercise develops.

VARIATIONS

- Design your own exercises so that each station represents a specific fitness area.
- Have students design exercises.



MUSICAL SPORT SEQUENCE

LEVEL: Elementary

CONCEPT: Time is how long you participate in an activity. Children should accumulate at least 60 minutes of physical activity on all or most days of the week and participate in several bouts of physical activity lasting 15 minutes or more each day.

EQUIPMENT

Action pictures of popular athletes participating in their sport (e.g., sport magazines, sport cards, sport section of the newspaper, etc.).

PROCEDURE

1. Have students stand in a large circle formation with a partner or in groups of 3.
2. Scatter pictures in the middle of the circle.
3. On the teachers command, each team member will take turns moving to the middle of the playing area to pick a picture card.
4. The students will be given a few minutes to sequence their photos and practice the movements, the teacher will instruct the students to move their bodies like the athletes in their pictures. Each team will be given an area code number card and perform the movements to match the numbers. (example: area code (843) Jumping rope 8X; basketball shooting a basket 4 X's; swimming movements 3 X's.
5. Encourage the students to repeat the sequence several times while the music is playing for practice.
6. Have each group show their sequence to another group and have the observers guess their area code.
7. After a few minutes of participating in their dance sequences, allow the class to return their photos to the general space and retrieve 4 different photos to sequence. Have observers guess the sports.

Time Your Activity Worksheet

Name _____

To stay physically fit the amount of time you are active is important. Each day try to include several bouts of activity that are 15 minutes or longer in length. Your goal is 60 total minutes of physical activity per day!.. See if you can find 3 different activities you can do in one evening and time how long you play each activity. Record these amounts below. Example: soccer, catch, jog, use a racket, pass football, jump rope, you decide.

Activity Number of Minutes

#1 _____

#2 _____

#3 _____

Total Time _____

How Did you do?

15 minutes Good

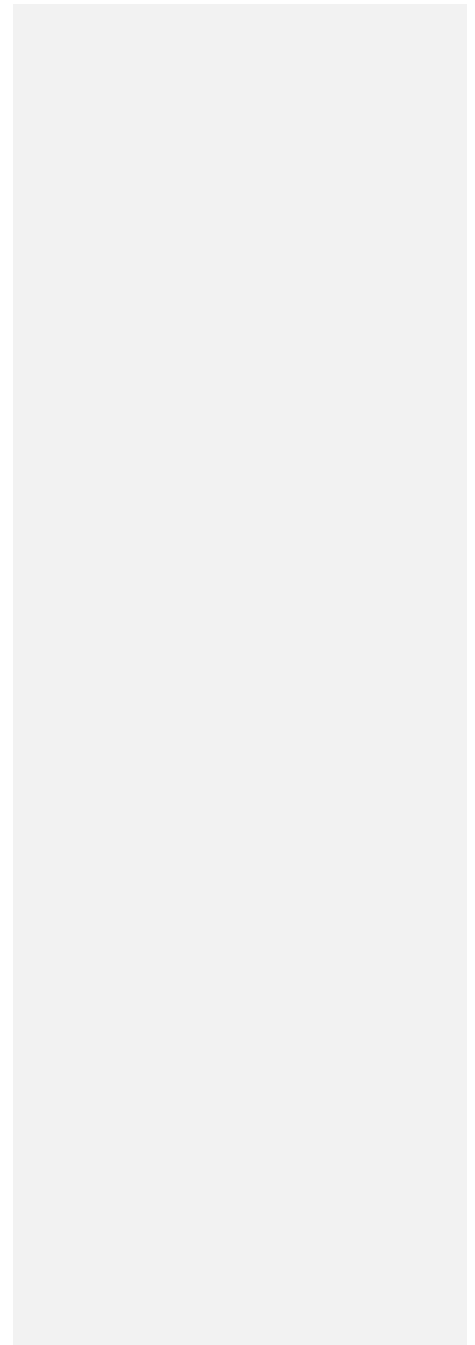
30 minutes Very Good

45 minutes Great

60 minutes WOW!!!!!!

Parent Signature: _____

Parent comment:



GET FIT ROCK PAPER SCISSORS

LEVEL: Elementary

CONCEPT: Introductory activity to warm –up the body and have students verbalize to others that they will do what they need to do to maintain a healthy life.

PROCEDURE

1. Players move in general space to find a partner. They introduce themselves and name the vegetable they like the best.
2. Players perform rock paper scissors with their body instead of their hands.
(Jump 3 vertical quick jumps 1-2-3; and then “shoot”
Rock=semi squat with feet together
Paper: straddle legs
Scissors: front to back straddled leg position
3. The winners (Rock crushed scissors; scissors cuts paper; paper covers rock) mingle to find another winner indicated by the same walking movement. You match up for second game with someone who is making the same movement.
4. Everyone starts as a vegetable and skips to meet and greet a person. They shake hands and tell each other their favorite vegetable. Then they perform the jumping rock, paper, scissors game round one.
 - 1st win:** Winner of round one, makes arm muscle movements and says “I’m fit and healthy because I exercise.” And finds another person making the same movement and they each share what exercise they plan to do at least 3x’s a week to stay healthy. *The vegetable* that did not win skips around to find another vegetable.
 - 2nd win:** If they win from the fit person they then move around saying “I’m cool because I do not smoke or take drugs” and pretend to brush dirt off a shoulder.
 - 3rd win:** The winner of the “cool dude” movement stands to form a large circle and sings:
Stop in the name of love (stop hand signal and then cross arms across chest)
Before you break my heart (draw a heart in the air with your fingers)
Think it o, o ver. (shake finger in front of body)

ROLL THE STRETCH AND TOWEL STRETCH

LEVEL: Primary and Intermediate

CONCEPT: Specificity or Type in relation to flexibility means that only the joint and muscle group that you are stretching will become more flexible. Students will understand that there are many upper and lower body muscle groups that need stretched.

RELATIONSHIP TO NATIONAL STANDARDS

Physical Education Standard 4: The student achieves and maintains health-enhancing level of physical fitness.

EQUIPMENT

A towel and pair of DICE for each Group

Roll the Stretch Assessment Sheet 5.10 2nd edition

PROCEDURE

1. Have student participate in warm up by holding on to towel by end and using locomotor movements to move in circle or through space. Towel will be used in stretch and can be used to perform upper body creative movements with locomotor skill.
2. Divide children in groups of four and provide each group an Assessment Sheet w/ Daily stretches and one DICE.
3. Explain that when music stops they will find their dice and the first person will roll (Demonstrate). If a 2 is rolled-they look at Assessment chart for Monday (2nd day of week) and perform slow, steady movement for duration of time. Switch sides of body and repeat stretch.
4. Activity continues alternating between locomotor skills and taking turns rolling the Dice and choosing the stretch for the day of the week.
5. Throughout activity and between exercise, teacher circulates and asks specific questions about flexibility. How long, how often and specific muscles might be possible questions.

TEACHING HINTS

- Perform the activity as a class for first lesson then add towel to stretch.
- Ask leaders to count softly aloud so they can learn slow, steady stretch.

SAMPLE INCLUSION

- Place music in center so that a child with attention deficit can hear soothing sounds.
- Secure towel for student or resistance band for student so that they are able to perform

ASSESSMENT

- Select a body part and muscle and ask student to perform stretch for that group of muscles



THESE ACTIVITIES CAN BE FOUND IN THE NEW PHYSICAL BEST ACTIVITY GUIDES, WHICH ARE PUBLISHED BY HUMAN KINETICS.