

**AAHPERD Presentation 2010**  
**Creative and Active Health and Fitness Activities for K-6 Students.**

**Presenters:**

Helena Baert, University of Arkansas [helenabaert@gmail.com](mailto:helenabaert@gmail.com)  
Anthony Parish, University of Arkansas [aparish@uark.edu](mailto:aparish@uark.edu)  
Keri Esslinger, Western Kentucky University [keri\\_esslinger@yahoo.com](mailto:keri_esslinger@yahoo.com)  
Daniel Burt, University of Arkansas [djburt@uark.edu](mailto:djburt@uark.edu)

**Description:**

This hands-on workshop highlights K-6 practices of teaching health and fitness in an engaging and exciting way. A variety of games will demonstrate topics such as: personal safety and hygiene, road safety, health related and skill related fitness components. Active participation is welcomed and teachers will take with them games and activities that they can later use in their own PE class. This workshop is recommended for new teachers and teachers who want practical ideas!

**Place/Time:**

Tuesday, March 16, 2010: 8:00 AM-12:00 PM  
Convention Center: Sagamore BR 1-2

**Outline of Activities**

**1) Interdisciplinary lessons/units in PE**

Children learn differently and need to experience learning in more than one facet. According to Gardner there are multiple Intelligences and an interdisciplinary approach provides for all types of learners:

- Linguistic intelligence ("word smart"):
- Logical-mathematical intelligence ("number/reasoning")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")
- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")
- Intrapersonal intelligence ("self smart")
- Naturalist intelligence ("nature smart")

- Gardner is just one theorist that gives us reason to expand our scope of what we do in physical education.

-Being that we have no national standards we need to be proactive about what we are doing. We cannot "keep on keeping on," and think that our profession/jobs are secure and think that we are doing justice for our students.

-We need to incorporate interdisciplinary activities that promote what our students are doing in our classroom.

-Along with that we need to make sure we are doing things in our classroom we are proud to promote. (Have a website, blog your jump rope for heart, let parents know what is going on, ect..)

-Today we will discuss as a group what others have done to promote a positive environment and feelings toward Physical Education, and we will give you some examples of activities/units to take home that you can implement in your schools.

## **2) Fast Forward to Fitness** (45 min of games + 10 min Q&A + 5 min break)

a. **Tutti Frutti** : Place students with a partner. The teacher holds 2 kitchen utensils (e.g. spoon or spatula). One student does what the spoon does the other copies the spatula. The teacher will move the spoon and spatula up and down, side to side, forward and backwards, bending etc. The student copies all these movements with their partner (this game can be done alone as well)

b. **Math Fitness**: Divide the students into teams. One student of each line runs to the other side of the gym to pick up and randomly scattered, face-down card (red for #'s, blue for operations) and brings it back to the group. The object of the game could be to create the largest number, smallest number. A number must follow a mathematical operation. Other options: use several locomotor skills when travelling; use letters instead of numbers to create a fitness scrabble

c. **Fun Push-ups**: macarena push-ups, alphabet push-ups, hockey push-ups, high fives, tunnel trap, tic tac toe, head shoulders knees and toes.

d. **Fitness Fortune Tellers**: Create fitness fortunes on a rainy day with the students or when you are kicked out of the gym. Make a perfect square from letter size piece of paper. Make double side copies of the cut out. Fold all corners to the center, flip and repeat. Flip the paper over again and write names of physical games or activities on the 4 squares. On the inside triangles write the names of gym equipment or movements or actions used in the game. Flip the triangles and write the tasks to be performed. One student has the fortune cookie and asks partner to pick an activity. The student holding the cookie spells the activity out while moving the cookie open and close. Then student picks a word from the inside flap which the fortune teller spells and repeats the movement a second time. On the final attempt the player will choose a word and the fortune teller will flip the triangle open and reveal the task. The student performs the task and the roles are reversed.

e. **Fitness Trouble**: If you have a playing board you can use it, otherwise create one. Each of the 4 groups has a game piece they move around the board. (You can also do a human one created with small hoops) - Each dot on the board or different color hoop stands for a specific activity (red = endurance, blue = strength, green = flexibility and balance, yellow is fitness knowledge). Students roll the die and move the game piece; all the students in one team must complete the activity to start again. The objective is to go around the board and land in the middle (health heart).

f. **FUN- O Fitness**: large posters - red, blue, green, yellow (1 per wall) representing each fitness component (cardiovascular, flexibility, strength, muscle endurance). Each poster has exercises written on them. Partners choose a card from the teacher. If the card is blue, they will go to the blue poster and complete the number of repetitions of the card. After they complete it they return for another card. When the same color is drawn, students must select a different activity. Reverse card = 1 lap backwards; skip your turn = skip a lap, A +2 or +4 card = pick up more cards and do

all of them in a row. Card with 4 colors = partners choose their favorite color and do the exercises for the count of their age. A 0 card = they walk one lap slowly to recover. Get through 1 deck or set a time limit.

g. **M & M:** Divide class into 5 or 6 relay teams, each team assigned a color of bean bag. Scatter the cones with different colored bean bags under each one. The color assigned to the teams is the color of the bean bag they want. On the teacher's signal, the first student will run out and lift up a cone. If it is the correct color they bring it back, if not they put the cone back. Teams attempt to quickly collect the highest number of properly colored bean bags for their team in the shortest amount of time. Use different locomotor skills.

### **3) Interdisciplinary Physical Education example using Dr. Seuss's book, "Oh, the Places You'll Go?" - Jog Across America Pedometer Activity**

This is a great book that can be used as an interdisciplinary tool. Many of you may find your students are reading it in their classrooms already. It is important to know that this book can teach your students about places both geographically and cognitively and you can incorporate both of these in physical education, which is why the book is great.

**\*\*There is no one right way of incorporating reading, math, music ect. in your PE class.\*\***

#### **Step 1**

- You can work with the classroom teacher and ask them to first read it in their class. Then discuss how it applies to fitness, Sports, and physical education in your class.  
OR
- You can read parts of it during physical education time as closure or a cool down. Try to aim for a week that your school is focusing on reading, for instance during National Read Across America Day on March 2nd. (also Dr. Seuss' Birthday)

#### **Step 2**

- For the sake of today we'll work with the first scenario
- If you chose to work with the classroom teacher plan an activity where the students draw a picture of the place they would most like to visit in America. If you work with fourth graders this will be great because they are learning their states and capitals.

#### **Step 3**

- On a map in your gymnasium pinpoint all of the places the students would like to visit. Also hang their pictures up in the gym.
- Place a sticker where all of your students chose as their destination.

#### **Step 4: Pedometer Activity**

- For the next few weeks you can either have all of your students wear pedometers during your class or pick a few "students of the day." At the end of the day for your closing activity have the students "jog" across America.

Figure out a formula to represent miles compared to actual steps on the pedometers for the entire class. You can have each class start from a different state capital, or different favorite destination and move back to your city. The younger the class, the closer to home you may want to start. You can mark progress with stickers, feet, anything you choose.

The last portion is a suggestion from PE Central, however I have completed the same activity and the map truly makes the activity.

\*Something to note – While you are conducting this activity it is important to refer back to the true meaning of the book and talk to the students about the ups and downs of where you will go. In Physical Education you can discuss many things such as sportsmanship, winning, losing, overcoming obstacles and use real life situations and current events. For example, this year the Olympics would have been a great discussion starter.

#### **4) Active Health Games**

a. **Heart Rate:** on signal, children bounce ball, call out different activities and depending on the effect on their heart, students bounce it faster or slower. E.g. running, skating, playing soccer, sleeping, watching TV

b. **Emergency Tag:** to differentiate between emergency and non-emergency: 4 phone operators each holding a scoop (phone), lay out 5 skipping ropes to form a key pad and number the squares. 4 students are taggers. On go, students run around the gym, if tagged, the students make believe a situation and determine whether it is an emergency or a non-emergency (e.g. forgot lunch at home, fire in school). Student goes to phone pad, picks up receiver and dials by jumping either 911 or home #. He then reports the situation to the phone operator and the phone operator goes into the game.

c. **Cavity Cave:** Three students are to be the sugar (taggers), one student is the dentist, the running students are teeth. To begin the game, the sugars call out the name of a food that contains a lot of sugar e.g. coke, chocolate bar, etc. The teeth try to run from one end of the gym to the other without being tagged. When tagged they go to the cavity cages and the dentist has to go and remove the cavity in order to continue playing. When dentist runs to the cavity cage he or she can get tagged; when returning she can get a free ride home. When dentist gets tagged he will change with a new dentist while being in the cavity cage.

d. **Musical Fruits & Vegetables:** Each student has a picture card of a fruit or vegetable taped on his or her back. When the music plays, the students move around the gym using a transport skill you have assigned. When music stops, students partner up and stand besides each other. The students show their partner their card and then ask questions to guess what they are. If they guess correctly they can get a new card while putting their card in the correct vegetable or fruit hoop.

e. **Fire Safety Relay:** 4 tasks: a) students press smoke alarm, b) students call 911, c) stay low and go, students go under something, d) stop, drop and roll

f. **Veins and Arteries:** a hoop on the center represents the heart; mats on each corner represent the body. Chose 4 students who are a virus (taggers) to wear pinnies and stand in a hoop in each corner. Remaining students are blood cells and they jog randomly around the gym away from heart and body areas. When you call "veins" students run to the heart for safety and taggers try to tag as many blood cells as possible. if students get tagged, students run to the hospital and do some exercises (operation) to become healthy again. if you call arteries, blood cells must run to the body areas for safety - discuss circulatory system: arteries carry blood away from heart, veins carry blood to heart.

g. **Let's talk:** Choose 3 taggers to be harmful substances. Give each tagger a scooter and sign. Taggers are allowed to move only within the harmful substance zone in the middle. The remaining students line up at the end of the gym. On your cue, the students travel past the harmful substance group. If she gets tagged, she must go to the refusal center. To get back into the game she must tell a refusal strategy to the next student who arrives in the refusal center.

i. **Old Mother Hubbard:** display 4 food group cards that show the recommended daily serving for each group. Discuss daily food requirements. Use equipment to represent the various groups as follows: bean bags (fruits and vegetables) - 7 servings. Balls (grains) - 7 servings, Deck rings (meat) - 2 servings. Frisbees (milk) - 3 servings. Place the above equipment in garbage bags and place these around the gym. Divide teams up in 4 teams. On signal, one student goes and picks an item of food and brings it back to the group's plate (hoop). Then the next student goes. Game ends when each team has the required foods for the day.

## **5) Creative and active health and fitness events and year-long activities: Strength-tathlon**

**Objective:** This event takes in art, math, literacy, health, and movement focused on muscular endurance and strength.

**Organization:**

1. Arrange stations focused on strength exercises randomly throughout the gym/school at noon or during recess.
2. Use materials that are easy to set up.
3. If doing this as a year-long event, have one class per week helping with the set-up and removal of equipment.
4. Place activity cards with scoring information at each station or have class score sheets.

**The activity:**

1. Create different activities that match the muscle groups the students will discuss such as biceps, triceps, quadriceps, calves, abdominals, etc.
2. As an event, equipped with their score card, students plan the order and record their own score. They have 20 min to complete all events and they are allowed 30 sec intervals of rest.
3. As a year-long activity: students may have a couple of weeks, months to do this. The activities and scoring may be done individually and then added to the class score.

**The game:**

1. As an event the objective can be to receive the highest score. Repeat at later time to see if they improve score.
2. As a year-class activity, each classroom can build a "strong body" with different muscles. Once over 50% of students in the class have completed a certain activity for a certain muscle, they receive a puzzle piece from their strong body. Together as a classroom, they try to build up a strong body by doing the activities.

## **6) Session Closure**

- a. Review of the activities in conjunction with the documents
- b. Documents for sale - order form
- c. For more information please do not hesitate to email us.

**Information:**

Helena Baert, University of Arkansas [helenabaert@gmail.com](mailto:helenabaert@gmail.com)

Anthony Parish, University of Arkansas [aparish@uark.edu](mailto:aparish@uark.edu)

Keri Esslinger, Western Kentucky University [keri\\_esslinger@yahoo.com](mailto:keri_esslinger@yahoo.com)

Daniel Burt, University of Arkansas [djburt@uark.edu](mailto:djburt@uark.edu)

**Documents:**

Movement Skills Manitoba (Canada): <http://www.manitobamovementskills.ca/>

MPETA (Manitoba PE Teachers Association): <http://www.mpeta.ca/movement.htm>

**Thank you for your active participation!**