

Title: ***Mind Blowing Middle and High School Games:
From Penny Pinching to a Bill Gates Budget***

Learning Objectives/Targets/Essential Questions:

- How to support increased MVPA at the secondary level
- How to teach what it means to be fit and the five components of fitness without sacrificing activity time during your PE class
- How to meet State and NASPE standards for student learning and retention

Audience: Physical Education Teachers, Secondary Level

Method: Activity Session

Session Description: This session is designed for a PE program with a zero budget through an unlimited budget. You will learn how to integrate cross curriculum and activity based games for all students regardless of their fitness level. Students will have a BLAST with these games as they improve their fitness levels. This session will involve Health Related Fitness games including games that will build Muscular Strength, Muscular Endurance, Cardio-Respiratory Endurance, Flexibility and Body Composition, while at the same time integrating academic content knowledge. All games are fitness based and allow the students with different fitness levels to all be successful. All students will be highly engaged and will be unaware of the intensity level that they are reaching due to the enjoyment of the games.

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Activities:

Figure it Out Warm-up Circuit (Five for Life Circuit Training Kit, page 73)

Objective: Students Demonstrate understanding of the appropriate intensity levels and exercises for each component of fitness

Equipment: Five cones with Components of Fitness signs, associated station/exercise cards, Intensity Diamond Poster, stretch bands, jump ropes

How to Play: Explain the circuit objective—to test student knowledge and ability to perform exercises at appropriate intensity levels for each of the five components of fitness. Clearly label all five stations set in a large circle, each with one component of fitness. Initially, take students on a tour/explanation of each station, discussing the Intensity Level of each component of fitness.

Cardiorespiratory Endurance – Intensity Level 4-5

Muscular Strength – Intensity Level 2-3

Flexibility – Intensity Level 2-3

Muscular Endurance – Intensity Level 2-4

Body Composition – Intensity Level 2-5

Remind students that they can select any exercises that reflect the correct component of fitness and they should perform that exercise at the correct Intensity Level. Rotate students every 30 – 45 seconds, giving instruction to “Identify an exercise for the component at their station, think of the necessary Intensity Level, Ready – Begin.”

Reflective Questions:

1. What other exercises can be used at each station? **A:** Push ups (muscle strength or endurance) etc., any exercise can be performed at the Body Composition station.
2. Does your effort or intensity vary at each station? **A:** Yes, review Intensity Levels
3. What are the advantages of this exercise at the secondary level? **A:** Students at all levels will be able to relate specific activities/exercises to specific components of fitness. It will help them apply these relationships to their lives and workouts.

Pushup Air Hockey

Objective: Muscular Endurance, Balance, and Coordination

Equipment: Bean Bags (Hockey Pucks, baggies with rice)

How to Play: The students form pairs. Students spread out across the boundaries. Students will face each other in push-up position no more than 5 feet apart (at your discretion). Make sure the students hands are at least shoulder width apart. One student will start with the bean bag and using one hand, they will try to slide the bean bag **between** their partner's hands. While remaining in push-up position they can attempt to block the bean bag from going through by using their hands (they cannot fall onto their stomachs). Each time it passes through they receive a point. First partner to reach 5 wins
(at your discretion.)

Flicker Ball

Objective: Striking and Catching, Cardio Respiratory Endurance

Equipment: Hoola-Hoops, Gator Skin balls, Pinnies

How to Play: Divide students into groups of three. Set Hoola-Hoops at least 15 feet apart. Assign two groups of three to each set of hoola-hoops and have them wear 2 different colors of pinnies. Each team will be assigned to the opposite hoola-hoop then the side they are on (like a basketball goal). The object of the game is for one player from the team to be standing in their hoola-hoop and catch the ball with at least one foot in the hoop. The ball is passed from teammate to teammate by striking the ball with the hand and then catching the ball. Once you have the ball you cannot move. If the ball touches the ground it is turned over to the other team. When you score the ball goes to the other team. The team who scores 5 points first wins.

Tic-Tac-Go

Objective: Cardio Respiratory Endurance

Equipment: Tic-Tac-Toe Boards (Tape on Floor or on Bulletin Board Paper); Bean Bags-2 different colors (Baggies with Rice, sticky notes, water bottles with colored tape)

How to Play: The students form pairs. Have each student stand across from each other on the sidelines (or set-up cones for boundaries). Have the Tic-Tac-Go boards in the middle of the floor. Have the bean bags placed by the students starting position. On the signal of Go, students will take one bean bag and place it on the board strategically and return back to the starting position to pick up another bean bag and continue until one partner gets three in a row. Once there is a winner, clear the board and begin again.

Heart Health Relay

Objective: Cardio Respiratory Endurance, Muscular Endurance

Equipment: Scooters (or crabwalk/bear crawl), Mats (floor), Cones

How to Play: Divide the class into groups of 4-5 students. Place a cone and 1 scooter at each team's starting point. Place the mat 15-20 feet in front of each starting point. Have one person from each group lie down on the mat in curl-up position with another person holding their feet. The person on the mat doing curl-ups represents a muscle working and the person holding his/her feet represents the oxygen the muscle needs in order to work. Have the rest of the team lined up behind the cone at the starting position. On the "go" signal the person (muscle) on the mat will begin doing curl-ups and the person (oxygen) holding the feet will begin counting the number of curl-ups performed. At the same time 1 person representing Oxygen in the lungs will get on a scooter, which represents the red blood cell, and begins scooting towards the person (muscle) doing curl-ups. They will tag the person holding the feet or supplying oxygen to the working muscle. The person representing the oxygen on the scooter gets off and becomes the new foot holder or oxygen supplier. The person who was holding the feet (oxygen) then becomes the working muscle and the person who was doing the curl-ups (working muscle) gets on the scooter as carbon dioxide and waste. The Carbon dioxide returns to the beginning and the process starts over. Tell the students that this activity will last for 3 minutes and the objective is for each group to perform as many curl-ups as possible (keep a continuous count of how many curl-ups are performed as a group).

Guard the Spot

Objective: Quickness, hand/eye coordination, and agility.

Equipment: Large Poly Spots and beanbags

How to Play: The poly spots are spread around the gym (4-8 depending on the playing area.) Four students are selected to guard each of the poly spots by standing over the top of them. A beanbag is placed on each of the poly spots. On the signal to begin, all other students attempt to grab the beanbag off of the poly spot. If a student can successfully grab the beanbag from the poly spot without being tagged by the guard, then that student becomes the new guard. When a student is tagged attempting to remove the bean bag, that student must go to a different poly spot before returning to attempt taking the bean bag from the previous poly spot. The same rule applies to the guard who loses their spot; they must go to a different poly spot before attempting to take a bean bag from the poly spot they were previously guarding.

Shed the Body Fat

Objective: Cardio Respiratory Endurance; Manipulative skill (dribbling); Understanding Healthy Body Composition

Equipment: 1 Baggie with 10 cotton balls in each baggie per student, 2 hoola-hoops, basketballs (or whatever manipulative skill you are working on)

How to Play: Choose 4-5 students to be the taggers. They will be in the middle of the playing area. Place the hoola-hoops on the outside of the playing area at the opposite end where the students will begin. Give each student a baggie with 10 cotton balls and a basketball. The cotton balls in the baggie represent your body fat. They will start on one end and while dribbling the ball they will try to get pass the taggers without getting tagged. If they do not get tagged they will remove one cotton ball out of their bag and place it in a hoola-hoop. The students will then dribble around the outside of the playing area to get back to their starting position and repeat. If the students get tagged they do not lose a cotton ball and the dribble the ball around the outside and return to the starting position to try again. The object of the game is to lose 7 cotton balls in the hoola-hoop, representing leaving 30% Body Fat in your body. Continue for 3-4 minutes and change taggers.

Rock, Paper, Scissors Tag

Objective: Move in a straight line, cooperation, and agility

Equipment: none

How to Play: The students find a partner and locate the center line of the gym. The students should be facing one another. Each student makes a fist and says rock, paper, scissors, shoot and flashes their choice between rock, paper, or scissors. The person who loses turns and flees toward their safety line while the winner tries to chase and tag them before they reach the end line. Once both students are at the end line, they will return to the center and play again. After a few rounds, have the students rotate. The entire line on one side will rotate towards their right and the last person will go to the beginning of the line so that everyone now has a new partner. Switch partners often.

Collect the Flags

Objective: Cardio Respiratory Endurance, Agility, Fleeing/Dodging

Equipment: Flags (strips of t-shirts, sheets, or any other type of material)

How to Play: Distribute 1 flag to each student. Students tuck the flag loosely in the waistband of their pants. Students must stay within the boundaries. Students will run and try to collect as many flags as they can. When they collect a flag they will keep them in their hand. They are not allowed to protect their own flag. At the end of the game the students will count how many flags they have collected.

Energy In/Energy Out

Objective: Students will learn how a balance of activity and diet are necessary to maintain or improve a healthy level of body composition.

Equipment: Gator Skin Balls, Cones for boundaries (if needed)




How to Play: Choose 3-4 taggers that represent fatty foods such as doughnuts, French Fries, potato chips, etc. Have the taggers (fatty Foods) stand in the center circle (body). The center circle represents the body. Direct all other students to spread out around the gym. Explain that when the teacher gives the signal, the fatty foods will leave the body and attempt to tag as many people as possible with a foam ball. When a person gets

tagged by a fatty food, it represents calories going into the body. The tagged person (calories) goes to the body (center circle) and stands up facing out of the circle. Explain that no one is allowed to run through the body. Explain that calories (tagged people in the center circle) may be rescued when another student who represents activity by holding their wrist and walking them out. Explain that the game will be played for 2-4 minutes and then new taggers will be chosen.

1. Explain how energy-in/energy-out relates to the fitness component; Body Composition. **A.** Energy comes from food that is eaten and is used during activity. If too much energy goes IN the body, the excess is stored as fat. The only way to get back in balance is to use more energy by doing activity.
2. Explain how cardiorespiratory endurance activities help to maintain or improve a healthy level of body composition. **A.** The body increases its demand for oxygen, which burns calories at a faster rate.
3. Explain how muscular strength activities that build fat-free mass (such as resistance training) are necessary to maintain/improve body composition. **A.** Building muscle is important because the more muscle the body has, the faster it will burn calories.



The Five for Life Program is a research-based, K-12 fitness and health curriculum aligned with physical education standards. Using age appropriate academic instructional units in an activity based setting, the **Five for Life Basic, Intermediate** and **Advanced Programs** move students through a continuum of learning without compromising activity time for students by:

-  Aligning physical education content so students are provided a comprehensive curriculum that includes key fitness and health concepts, intentional fitness and motor skill development
-  Building a fitness and health profile using fitness measurements and behavioral inventories to individualize the program for students
-  Providing a K-12 articulated curriculum where students learn key principles and improve fitness while engaging in activity



Basic Fitness and Health Curriculum

Our Basic curriculum provides the foundation in fitness and health concepts for students in grades K-5.

Intermediate Fitness and Health Curriculum

Curriculum at the Intermediate level progresses, so students can move to higher level concepts and begin to understand the relationship between fitness, activity and long-term health.

Advanced Fitness and Health Curriculum

The Advanced curriculum provides fitness and health planning, so students can complete physical education with the skills necessary to live a fit, healthy and active lifestyle.

Nutrition Kit and Circuit Training Kit

These specialized programs enhance specific areas of your health and fitness curriculum. Use as stand-alone programs and/or along with the Five for Life Basic, Intermediate and Advanced Programs.

Student Portfolio

The Student Portfolio allows secondary physical education teachers the flexibility to create individualized learning opportunities for students to master common core state standards while learning how to be fit, healthy and active for life. Student Portfolio provides students with a reflective history of personal fitness and behaviors.



FIGURE-IT-OUT

Objective(s):

1. Perform exercises at appropriate Intensity Levels.
2. Perform various exercises for each component of fitness and identify the component of fitness.

Equipment:

Completely at the discretion of the teacher. Possible equipment could be:

- Cones
- Circuit Training Cards
- Weight bars
- Stretch bands
- Medicine balls

Key Safety & Management Tip(s):

1. This is a cognitive circuit that should be done once students understand the basic elements of circuit training, components of fitness and Intensity Levels.
2. Equipment demands are at the discretion of the teacher. For instance, place stretch bands or weight bars at the muscular strength and muscular endurance stations so the students have more choices in exercises they could perform.

Student Explanation:

Figure-It-Out is a circuit training activity that will test your knowledge and ability to perform exercises at appropriate Intensity Levels. There are five stations in this circuit; each clearly marked with a component of fitness (Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, Flexibility and Body Composition). Your task at each station is to perform an exercise at an appropriate Intensity Level reflective of the specific component of fitness. For instance, if you arrive at the cardiorespiratory endurance station, you might perform jumping jacks at Intensity Level 3 or 4 to indicate your understanding that cardiorespiratory endurance exercises should be performed at a higher Intensity Level to be sustained for long periods. We will rotate through the circuit three times. Use your knowledge of body weight and functional exercises and perform different exercises the second and third time through.

The body composition station will be completed by performing high intensity, anaerobic movements such as mountain climbers, squat jumps, jumping lunges, or rocket blasters. These movements work the entire body, thus representing body composition and should be performed at a high Intensity Level.

Direction(s):

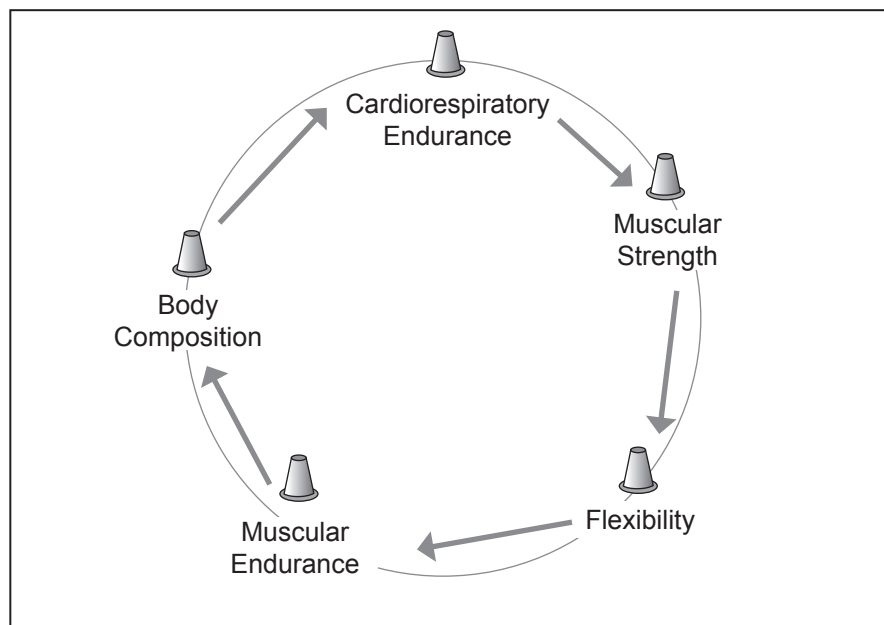
1. Explain the circuit objectives using the student explanation above.
2. Clearly label all five stations, each with one component of fitness.
3. Remind students that they can select any exercise that reflects the correct component of fitness and to perform exercises at the correct Intensity Level.
4. Rotate students every 30 seconds.

Assessment(s):

1. As students complete the circuit, evaluate their exercise selection and Intensity.

Station/Exercise
1. Cardiorespiratory Endurance
2. Muscular Strength
3. Flexibility
4. Muscular Endurance
5. Body Composition

* Stations do not have to be in this order





Level: Advanced

Objective:

The student will explain how a balance of activity and diet are necessary to maintain or improve a healthy level of body composition.

Equipment:

- Foam Balls
- Cones

CCSS:

- SL. 1,6
 - Gr 9,10,11,12
- L. 1,6
 - Gr 9,10,11,12

ENERGY IN/ENERGY OUT

Explanation:

Energy comes from food that is consumed and is used during activity. If too much energy is put into the body, the body will store the energy as fat. The only way to use more energy is by doing activities.

Directions:

1. Choose 3-4 taggers that represent fatty foods such as doughnuts, French fries, potato chips, etc.
2. Have the taggers (fatty foods) stand in the center circle (body). The center circle represents the body.
3. Direct all other students to spread out around the gym.
4. Explain that when the teacher gives the signal, the fatty foods will leave the body and attempt to tag as many people as possible with a foam ball.
5. When a person gets tagged by a fatty food, it represents calories going into the body.
 - a. The tagged person (calories) goes to the body (center circle) and lays down on his/her back, with the feet touching the circle and hands clasped under the head, or
 - b. The tagged person goes to the body (center circle) and stands up facing out of the circle.
6. Explain that no one is allowed to run through the body.
7. Explain that Calories (tagged people in the center circle) may be rescued when another student who represents activity pulls him/her out of the body by the feet if lying down or by the wrist if standing up.
8. Explain that the game will be played for 2-4 minutes and then new taggers will be chosen.
9. For the second game, add more fatty foods (taggers). To show how an imbalance of diet and activity affect the outcome of the game,
10. Debrief the activity by using the Reflective Question.

Variations:

- Play the game the same as above having the circle represent a healthy body composition made up of 20% fat mass and 80% fat free mass. Extra calories need to be burned off through activity to maintain that balance.
- Use sport related skills while learning the concept:

Example -Basketball

 - 1/2 the students basketballs and must dribble at all times.
 - All students play tag.
 - If a student with the ball gets tagged they go to the center circle (body) and need to pass their basketball to someone without a basketball to get out of the body.
 - If a student is tagged and does not have a basketball they need to have a ball passed to them to get out of the body.

Reflective Question:

- Explain how diet and activity affect the amount of fat stored in the body.