



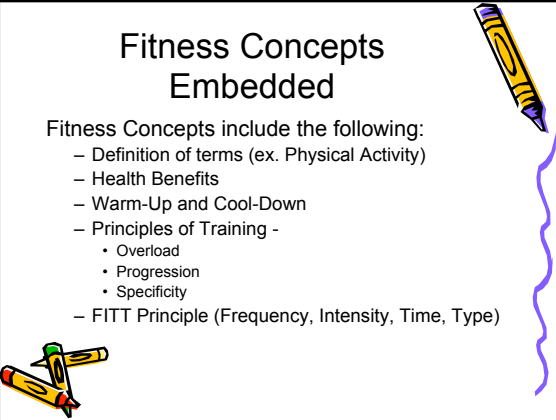
Inclusive Elementary Fitness Activities

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Physical Best Elementary Activities

- Each component of fitness is addressed
 - Aerobic Fitness
 - Muscular Strength and Endurance
 - Flexibility
 - Body Composition



Fitness Concepts Embedded

Fitness Concepts include the following:

- Definition of terms (ex. Physical Activity)
- Health Benefits
- Warm-Up and Cool-Down
- Principles of Training -
 - Overload
 - Progression
 - Specificity
- FITT Principle (Frequency, Intensity, Time, Type)

Benefits of the PB Activities

- Activities are individually based
- Students work at their own level to enhance their personal fitness
- Activities can be easily adapted to meet unique needs
- Activities are designed to help improve scores on FITNESSGRAM



Tips for Inclusion

- Modify Equipment
 - Vary the ball size, texture, color
 - Attach cords to ball for easy retrieval
 - Lower goals and targets
 - Add platforms for ease of picking up items
 - Add extenders to items for those with limited mobility



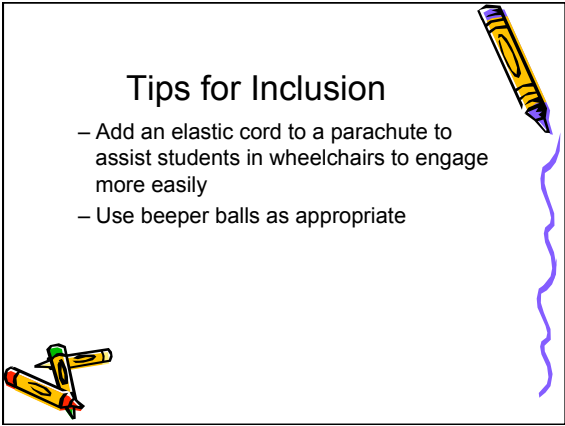
Tips for Inclusion

- Use larger targets or goals
- Attach velcro to items for ease of pick up
- Use oversized scooters as appropriate
- Cut a hoola hoop in half so students in wheelchair or walkers can enter and exit more easily
- Use visual markers for boundaries



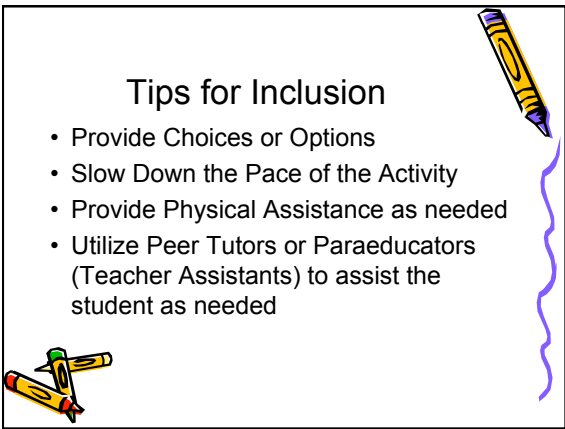
Tips for Inclusion

- Add an elastic cord to a parachute to assist students in wheelchairs to engage more easily
- Use beeper balls as appropriate



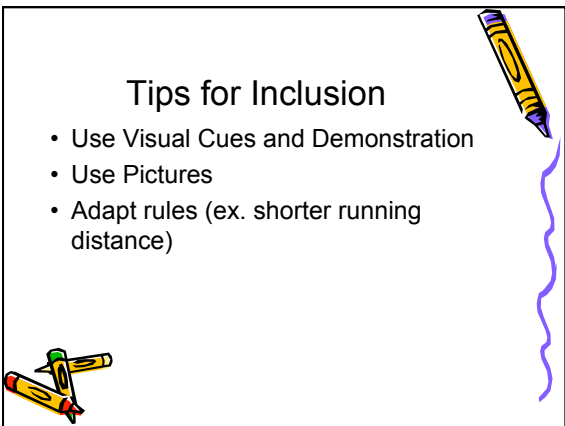
Tips for Inclusion

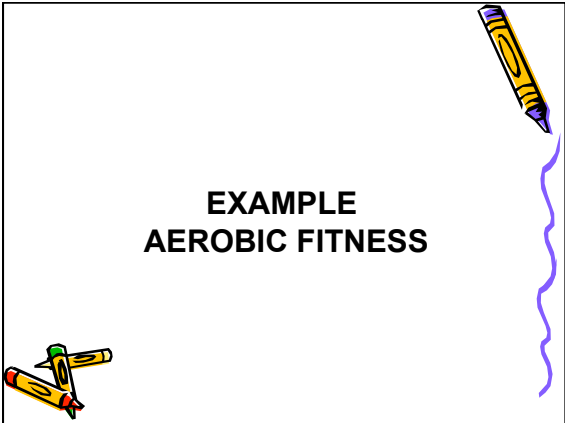
- Provide Choices or Options
- Slow Down the Pace of the Activity
- Provide Physical Assistance as needed
- Utilize Peer Tutors or Paraeducators (Teacher Assistants) to assist the student as needed



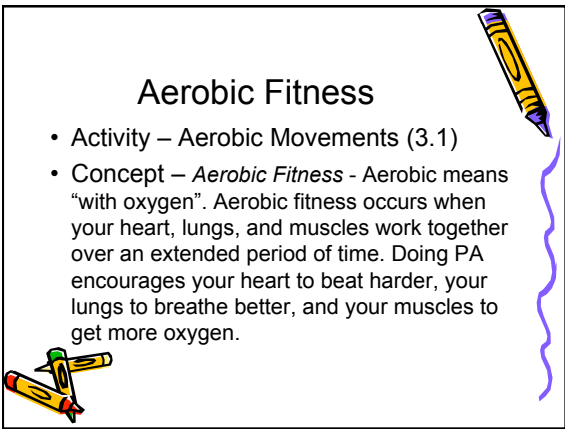
Tips for Inclusion

- Use Visual Cues and Demonstration
- Use Pictures
- Adapt rules (ex. shorter running distance)



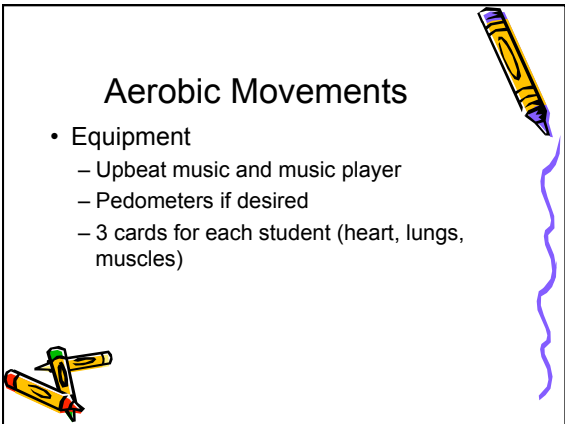


**EXAMPLE
AEROBIC FITNESS**



Aerobic Fitness

- Activity – Aerobic Movements (3.1)
- Concept – *Aerobic Fitness* - Aerobic means “with oxygen”. Aerobic fitness occurs when your heart, lungs, and muscles work together over an extended period of time. Doing PA encourages your heart to beat harder, your lungs to breathe better, and your muscles to get more oxygen.



Aerobic Movements

- Equipment
 - Upbeat music and music player
 - Pedometers if desired
 - 3 cards for each student (heart, lungs, muscles)

Aerobic Movements

- Procedures
 - Place the aerobic cards face up on the floor
 - Students jog or walk briskly in a circle for 1 minute
 - When the music stops they run to middle and pick up a card
 - If the card has a star on it, they explain the card to the class or to a partner
 - Continue with a new locomotor movement until students have picked up all 3 cards



Adaptations

- Allow students with low mobility to be in the inner part of the circle
- Write what each picture is on the card
- Use different color paper for the child to pick up for those with low vision
- Place the cards on a container for easier pick up



Aerobic Fitness

- Activity – Jumping Frenzy (3.11)
- Concept – *Intensity*- Intensity is how hard you work when doing physical activity. As you work harder, your heart beats faster and your lungs work harder to bring in more oxygen .



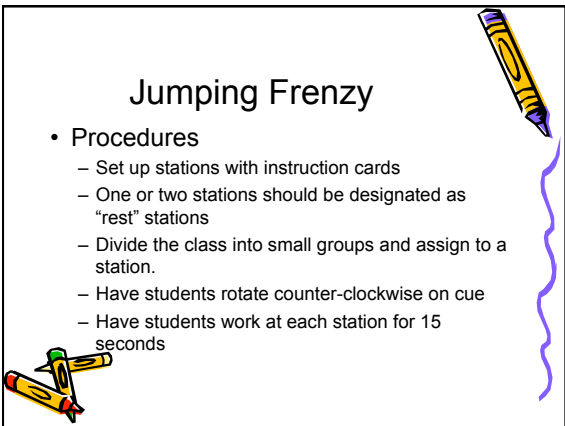
Jumping Frenzy

- Equipment
 - Cones
 - Music and music player
 - Jump ropes
 - Hoops



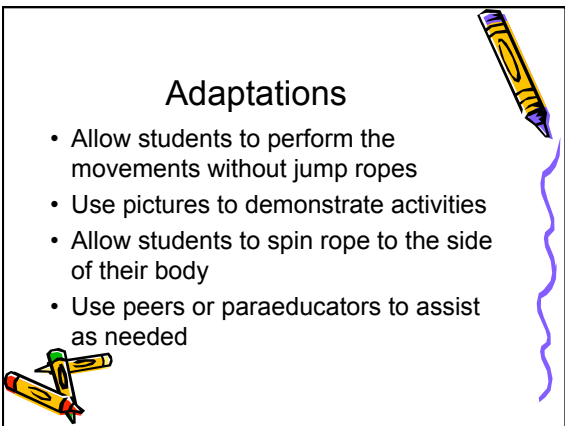
Jumping Frenzy


- Procedures
 - Set up stations with instruction cards
 - One or two stations should be designated as “rest” stations
 - Divide the class into small groups and assign to a station.
 - Have students rotate counter-clockwise on cue
 - Have students work at each station for 15 seconds




Adaptations


- Allow students to perform the movements without jump ropes
- Use pictures to demonstrate activities
- Allow students to spin rope to the side of their body
- Use peers or paraeducators to assist as needed






**EXAMPLE
MUSCULAR STRENGTH AND
ENDURANCE**






**Muscular Strength and
Endurance**


- Activity – Push-Up Curl-Up Challenge (4.12)
- Concept – *Progression*- Progression means a gradual increase in the the frequency, intensity and time of the exercises that we do.







**Push-Up Curl-Up
Challenge**

<ul style="list-style-type: none">• Equipment<ul style="list-style-type: none">– Activity cards– Test strips– Mats– Balls– Beanbags– Buckets	<ul style="list-style-type: none">• Equipment<ul style="list-style-type: none">– Hand weights– Kettle balls– Bands
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Push-Up Curl-Up Challenge

- Procedures
 - A poster provides push-up and curl-up challenges
 - Students select a challenge and perform for three repetitions for a designated time or range of repetitions helping to gain an understanding of progression
 - Students write their choices on a log and work on their own to increase their time engaged or number of repetitions





Adaptations

- Push-Up, Curl-Up Challenge
 - Eliminate the Writing Portion or have a peer assist
- Push-Up
 - Use weights if unable to use lower body
 - Tie weight to a rope and have student pull weight upward
 - Tie weight to a rope and have student roll rope around a rod
 - Use bands for arm/chest extension



Adaptations



- Curl-Up
 - Allow student to perform seated curl-ups
 - Have student slide hands up legs
 - Have a peer or paraeducator hold hands and help lift the student forward



Muscular Strength and Endurance

- Activity - Hit The Deck (4.1)
- Concept – *Muscular Strength and Endurance*

Muscular strength relates to the strongest force possible to perform a task. Muscular endurance relates to the ability to perform a movement repeatedly without getting tired.





Hit The Deck

- Equipment
 - Music and music player
 - Mats if needed for floor work



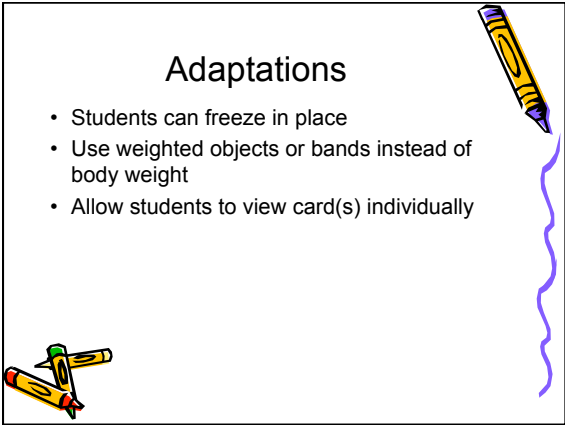
Hit The Deck

- Procedures
 - Review the role of muscles with your students
 - Go over the definition of muscular strength and endurance
 - Review the cards related to muscular strength and muscular endurance
 - Students go to general space and perform locomotor movements when music starts
 - When music stops, students "hit the deck" and perform the exercise as indicated by the teacher

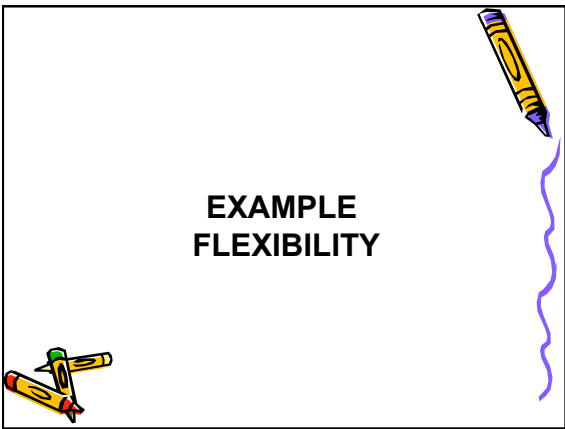


Adaptations

- Students can freeze in place
- Use weighted objects or bands instead of body weight
- Allow students to view card(s) individually

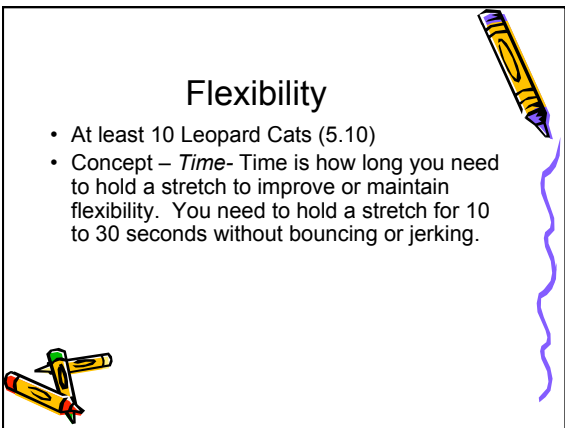


**EXAMPLE
FLEXIBILITY**





Flexibility

- At least 10 Leopard Cats (5.10)
- Concept – *Time*- Time is how long you need to hold a stretch to improve or maintain flexibility. You need to hold a stretch for 10 to 30 seconds without bouncing or jerking.





At least 10 Leopard Cats

- Procedures
 - Students learn the concept of time and holding a stretch for at least 10 seconds
 - Students move in the playing area using various locomotor movements
 - On stop signal the teacher says “what do you see” response “10 leopard cats” and teacher holds up a stretch card
 - Students hold stretch counting one leopard cat, two leopard cat





Adaptations

- Give child the handout with the 10 leopard cats on them so he or she can use for concrete counting
- Use the picture of the stretches to assist student in understanding the stretch
- Have peer demonstrate the stretch
- Allow children to pick the stretch card and demonstrate
- Consider placement of the stretch card (on the wall, on the floor, on a higher surface)



EXAMPLE BODY COMPOSITION



Body Composition

- Maintaining Balance (6.1)
- Concept – *Body Composition*- Body composition is the amount of lean body mass (all tissues other than fat, such as bones, muscles, organs, and body fluids) compared to the amount of body fat.
- A healthy body composition involves having a healthy amount of both lean body mass and fat mass to allow you to enjoy life, be active, have energy and grow and develop.



Maintaining Balance

- Procedures
 - Show the students the Benefits Cards and go over
 - Divide the students into 2 teams
 - Team 1 is Up-Fats, Team 2 is Down-Lean
 - Place half the pins right side up and half the pins upside down
 - On cue, the Up-Fats put upside down pins right side up and run around the pin 2 times
 - Down-lean put right side up pins, upside down



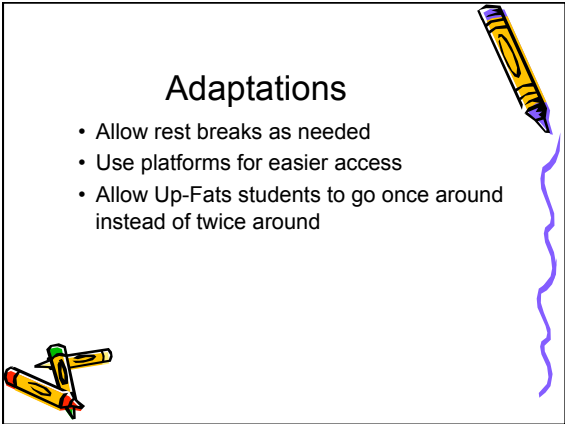
Maintaining Balance

- Procedures
 - Allow for several minutes then stop
 - Count the numbers for each and switch roles
 - After several times of repeating and counting discuss how Ups-Fats need to work harder to maintain balance



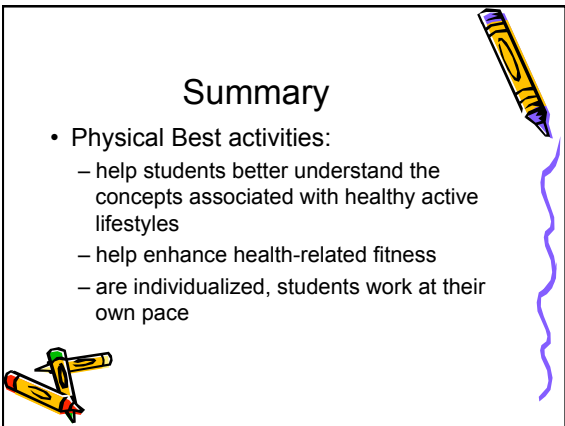
Adaptations

- Allow rest breaks as needed
- Use platforms for easier access
- Allow Up-Fats students to go once around instead of twice around



Summary

- Physical Best activities:
 - help students better understand the concepts associated with healthy active lifestyles
 - help enhance health-related fitness
 - are individualized, students work at their own pace



Summary

- Physical Best Activities:
 - are inclusive and can easily accommodate students of all ability levels including those with unique needs