

Physical Best Success Stories and 3rd Edition Activities



AAHPERD

Charlotte, NC

Thursday, April 25, 2013 7:30 AM-8:30

Convention Center: Room 217A

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Students from Kindergarten - 12th grade run, skip, gallop, and hop, into physical education classes with a new love and desire to move. The third edition of "Physical Best Activity Guide" provides the framework and tools for teachers to weave fitness activities into daily lessons along with teaching the students to be knowledgeable, skillful, and appreciate the need to be physically active and healthy for the rest of their lives. Participation is encouraged!

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Introduction

Instant Activity

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HRF Aerobic		

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Reflection and Assessment

ALL THREE

Physical Best Gets FITT Workshop Activity Template

TITLE: *Select an activity, game, sport drill, warm-up, etc. to write into this template, and title the activity.*

LEVEL: *Check the grade/developmental level(s) of students for which the activity is appropriate.*

- | | |
|---|--|
| <input type="checkbox"/> K-2 (primary) | <input type="checkbox"/> 6-8 (middle school) |
| <input type="checkbox"/> 3-5 (intermediate) | <input type="checkbox"/> 9-12 (high school) |

CONCEPT: Physical Best includes activities for: defining each component of fitness, teaching the health benefits for that component, warming-up and cooling-down, the FITT Guidelines, and progression and overload. (The chapters "Body Composition" and "Special Events" – elementary and "Combined Component" – middle/high school, follow a different format but still list the concept or concepts taught). *Check those that apply.*

- | | |
|---|--|
| <input type="checkbox"/> Frequency | <input type="checkbox"/> Definition |
| <input type="checkbox"/> Intensity | <input type="checkbox"/> Health Benefits |
| <input type="checkbox"/> Time | <input type="checkbox"/> Warm-up/Cool-down |
| <input type="checkbox"/> Type/Specificity | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Progression/Overload | |

HEALTH-RELATED FITNESS COMPONENT: *Check those that apply.*

- | | |
|---|---|
| <input type="checkbox"/> Aerobic Fitness | <input type="checkbox"/> Flexibility |
| <input type="checkbox"/> Muscular Fitness | <input type="checkbox"/> Body Composition |

PURPOSE: *State the student learning objective(s).*

NATIONAL STANDARDS: *Check those that apply, and write in any applicable state standard(s).*

- ☐ 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- ☐ 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- ☐ 3. Participates regularly in physical activity
- ☐ 4. Achieves and maintains a health-enhancing level of physical fitness
- ☐ 5. Exhibits personal and social behavior that respects self and others in physical activity settings
- ☐ 6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

(Source: *Moving Into The Future: National Standards for Physical Education*, NASPE 2004)

State Standards: _____

EQUIPMENT/HANDOUTS/WORKSHEETS: *List everything needed to conduct the activity.*

PROCEDURE: *List the steps involved in teaching the activity.*

Introduction of Concepts-

Activity Steps/Directions-

Closure/Assessment-

INCLUSION TIP: *Offer one or more tips for adapting the activity to meet the needs of students with varying abilities and health concerns.*

FING FANG FOOEY

3.9

INTERMEDIATE

Frequency—Frequency is how many days per week you should perform aerobic activity to improve your heart rate, breathing rate, and muscle function. You should perform physical activity that you enjoy on all or most days of the week, and much of this activity should make you breathe harder and make your heart beat faster for long periods of time.

Purpose

Students will identify and demonstrate how many days a week they should perform aerobic activity.

Relationship to National Standards

- ▶ Physical education standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- ▶ Physical education standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- ▶ Health education standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Equipment

Pedometers or heart rate monitors (both optional) to keep track of a student's intensity level during the activity

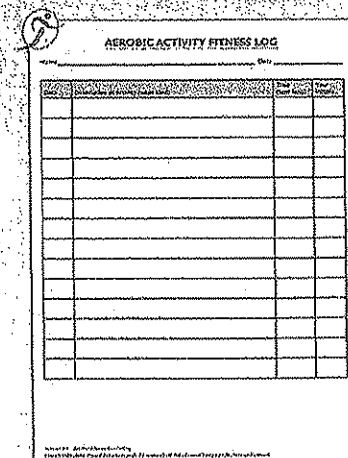
Procedure

1. Divide the class into groups of three.
2. The activity is like rock, paper, scissors except that students use the words *fing, fang, fooey*.
3. After they say the words, each person holds out one, two, or three fingers.
4. They add the numbers of fingers exposed and use that number to count around the circle. Select one person to begin the counting; go around the circle and change leaders each time. The last person counted is the runner, and the other two chase the runner around the playing area until he or she is caught. When that happens, play begins again. Note: Two chasing one means that the chasing usually won't go long before the runner is caught and the game begins again.

Teaching Hints

- ▶ Discuss how the body feels during a workout.
- ▶ Discuss the number of minutes that students should be active daily along with how many days a week they should be active.

Reproducible



The form is titled "AEROBIC ACTIVITY FITNESS LOG" and includes a header for "Name" and "Date". It features a table with 10 rows and 3 columns. The first column is for "Day", and the next two columns are for "Time" and "Distance".

Day	Time	Distance

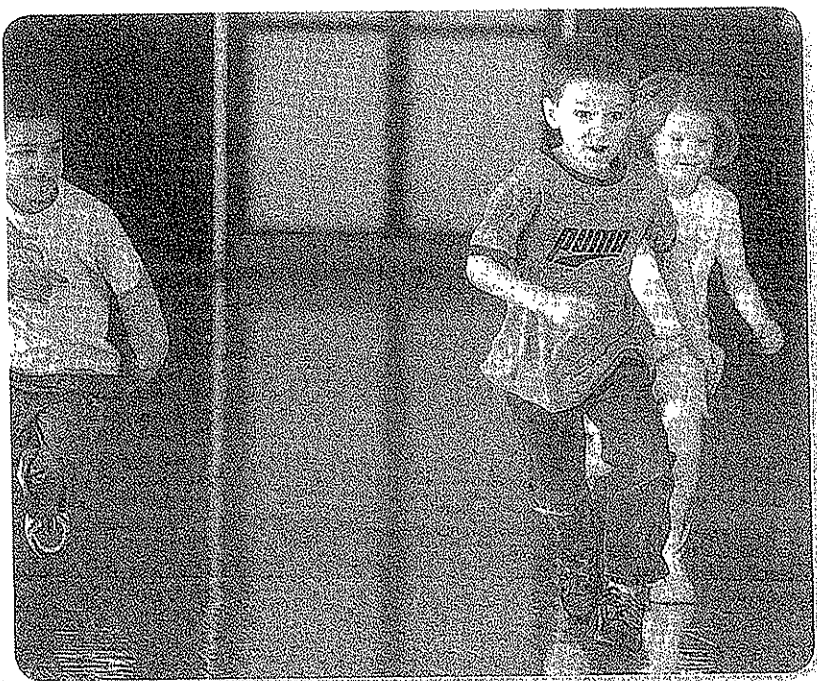
Aerobic Activity Fitness Log,
one per student.

- ▶ Remind the students that they had three people in their groups, which represents that they should have their hearts beating fast at least three days per week for 15 minutes or more, although doing so every day is even better!

- ▶ Discuss why vigorous activity is important and how are they going to fit it into their lives.

- ▶ Discuss that they have time to continue this activity at recess. If they play it, have them let you or their classroom teacher know. Encourage tag activities and other aerobic play at recess.

- ▶ Strive to give students activities that they can do on their own. After they learn tag activities, they can do them at recess and at home.



Students get the opportunity to add up their aerobic activity time during the chase portions of Fing Fang Fooey.

Sample Inclusion Tip

Give students a pool noodle to aid in tagging others.

Variations

- ▶ Have students dribble a ball while they are moving.
- ▶ Every time someone in their group runs, the group earns 1 point. At the end of the game the group adds up all the times the group ran. Here students can add up the aerobic activity time during the chase portion of the game.

Home Extension

Encourage students to learn how much activity each performs in a week by keeping track of their aerobic activities and the amount of time spent doing them. They can use the Aerobic Activity Fitness Log for tracking time spent and the type of activities done. Students should return the log at the end of the week.

Assessment

Ask students questions and have them respond by using a thumb motion. Yes answers are represented with a thumbs-up. No answers are represented with a thumbs-down. Ask these questions:

- ▶ Frequency is how many days per week you should perform aerobic activity to improve your heart rate, breathing rate, and muscle function. (Thumbs-up.)
- ▶ You should have your heart beating fast at least two days per week for 15 minutes or more. (Thumbs-down; the answer is three days per week.)

3.5

TREASURE ISLAND

INTERMEDIATE

Health benefits—Physical activity helps the body stay healthy. Activities performed often and over time will benefit the body in many ways.

Purpose

Students will be able to list the benefits of aerobic fitness.

Relationship to National Standards

- ▶ Physical education standard 3: Participates regularly in physical activity.
- ▶ Physical education standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- ▶ Health education standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

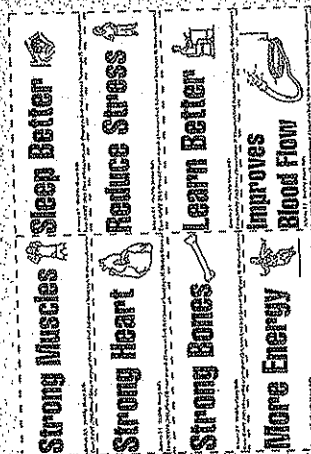
Equipment

- ▶ Four cones to represent Treasure Island in the middle of the room
- ▶ One hoop for each group of three students
- ▶ Upbeat music and music player
- ▶ Three jerseys, armbands, or objects to carry to identify pirates
- ▶ Pedometers (optional) to count steps

Procedure

1. Place the bills in the center of the floor, called Treasure Island. Each team has a hula hoop as home base. Bills go inside the hula hoop when students collect them.
2. Three students are taggers, or pirates. They are identified with a jersey or armband, or they can carry a object. Divide the rest of the class into groups of three. They take positions on the edge of the playing area with a hula hoop.
3. On your signal the first player from each line runs to Treasure Island, picks up one bill, and returns home without being tagged by a pirate.
4. If a runner is successful the bill goes in the hoop.
5. If a runner is tagged the bill (treasure) is returned to the pirate. The runner returns home, and the next player prepares to go.
6. Stop the activity and look to see how many different health benefits a team has gained.
7. After one minute, return the bills, and change pirates or taggers.

Reproducible



Healthy Money Bills with health benefits written on them are placed in the center of the playing area. Money can be copied on red paper to represent an activity dealing with heart benefits. Print 15 pages and cut into pieces to get 120 Healthy Money Bills.

Teaching Hint

Review all eight health benefits before beginning the activity. Doing aerobic activities produces benefits such as stronger muscles and bones, stronger heart, more energy, better sleep, relief from stress, ability to study better, and increased blood flow.

Inclusion Tip

Students with limited mobility cannot be tagged if they are standing still. These students do not have to wait a turn to go. They may continue to go at any time. You could have a closer starting line for these students. Bills can be placed on a box to make it easier for students to reach.

Variation

While students are waiting a turn to go, they can jump in place, jump rope, or jog in place to increase the number of steps on the pedometer and to be sure they are warmed up for their turn. Flexibility exercises can also be performed while waiting for a turn.

Home Extension

Have students talk to their families about the many health benefits of aerobic fitness. They can invite their family and friends to take a walk with them or play an active game.

Assessment

- ▶ Direct the class in listing the health benefits of aerobic fitness either by recall or by picture recognition. Hold up a Healthy Money Bill to get an answer.
- ▶ Have students write down as many health benefits as they can remember.



Treasure Island brings an element of fun to learning about the health benefits of aerobic fitness. Students run to avoid being tagged by pirates as they try to collect the most Healthy Money Bills.

MISSION PUSH-UP POSSIBLE

4.6

MIDDLE SCHOOL

Intensity and progression—Intensity refers to how hard a person exercises during a physical activity session. The appropriate intensity for an activity session depends on the age and fitness goals of the participant. When developing muscular strength and endurance, intensity is increased or decreased by adjusting the amount of resistance (weight) or number of repetitions. Progression refers to how a person increases the overload, thereby placing greater than normal demands on the musculature of the body. The level of exercise should be gradually increased and may be manipulated by increasing the frequency, intensity, time, or a combination of all three components. In muscular strength and endurance training, progression involves a systematic approach to increasing the resistance and intensity of the activity.

Purpose

- ▶ Students will identify and perform push-ups that are appropriate for their individual fitness level.
- ▶ Students will explain how the principles of intensity and progression apply to this activity.

Relationship to National Standards

- ▶ Physical education standard 3: Participates regularly in physical activity.
- ▶ Physical education standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- ▶ Physical education standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Reproducibles

Mission Push-Up Possible Card

Your mission is to design five different push-ups that range in difficulty from most difficult (everyone in your group can do at least five) to most difficult (no one in your group can do more than one). You may use the wall, a bench, a chair, or a mat to help design your five progressively more difficult push-ups. Use your chart paper to draw an illustration of each push-up. Label each illustration with a different title that helps describe the push-up. Draw push-ups in the order of difficulty, from most difficult to most difficult. Stick figures are acceptable.

Mission Push-Up Possible Card

Your mission is to design five different push-ups that range in difficulty from most difficult (everyone in your group can do at least five) to most difficult (no one in your group can do more than one). You may use the wall, a bench, a chair, or a mat to help design your five progressively more difficult push-ups. Use your chart paper to draw an illustration of each push-up. Label each illustration with a different title that helps describe the push-up. Draw push-ups in the order of difficulty, from most difficult to most difficult. Stick figures are acceptable.

Mission Push-Up Possible Card, one per group.

MISSION PUSH-UP POSSIBLE CHART

Level 1 (most difficult)	Level 2	Level 3	Level 4	Level 5 (most difficult)

Mission Push-Up Possible Chart, one per group.

INDIVIDUAL PUSH-UP PROGRESS SHEET

Level 1 (most difficult)	Level 2	Level 3	Level 4	Level 5 (most difficult)

Individual Push-Up Progress Sheet, one per student.

- ▶ Physical education standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- ▶ Health education standard 1: Students will comprehend concepts related to health promotion and disease prevention.
- ▶ Health education standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Equipment

- ▶ Large envelopes with "Mission Push-Up Possible" written on the outside in large letters; one envelope for every three to four students
- ▶ Two colored markers in each envelope
- ▶ Chairs, one for every three or four students
- ▶ Benches, one for every three or four students
- ▶ Mats, one for every three or four students
- ▶ Chart paper, one sheet for every three or four students
- ▶ Wall tape (to secure chart paper to wall)
- ▶ Optional: *Mission Impossible* music and player

Procedure

1. Review the concepts of intensity and progression, providing several examples.
2. Divide students into groups of three or four. Give each group a Mission Push-Up Possible envelope. Review the Mission Push-Up Possible Card that is in each group's envelope. Each group will design five different push-ups that range in difficulty from least difficult to most difficult. Encourage all students to experiment with different types of push-ups. Emphasize that students are determining their baseline for push-ups, that the activity is not a competition, and that all students are capable of progressing to higher-level push-ups if they carefully apply the fitness principles of intensity and progression.
3. Post a large version of the Mission Push-Up Possible Chart for all to see.
4. Allow groups time to create their Push-Up Progression Charts, illustrating the five push-ups that they have designed (see the instructions on the Mission Push-Up Possible Cards).
5. Ask students to post their group's chart of push-up illustrations on the wall, leaving about 6 feet (2 m) between each chart. If wall space is not available, secure charts by other means, such as to the back of a chair or in slotted cones.
6. After a group's chart is posted, ask each student in the group to select the push-up level that best matches his or her fitness level. Each student attempts to perform at least 10 repetitions of the selected push-up, while maintaining proper form.
7. When a student can perform more than 10 push-ups at a given level, the student may move to the next level. If a student cannot perform 10 push-ups at a given level, the student should stay at that level until she or he can perform 10 push-ups.
8. Give each student an Individual Push-Up Possible Progress Sheet to document progress over a period of several weeks. Have students keep their sheets in a fitness portfolio or other organizer for future use.
9. Ask each group to share their most creative push-ups with the class. Discuss the principles of progression and intensity as they relate to this activity.

Teaching Hints

- ▶ Provide a list of push-ups such as high-five push-up, wall push-up, clap in between push-up, hands close together push-up; hands far apart push-up; crossed-leg push-up; knee push-up; incline push-up.
- ▶ Ask students to review all groups' Mission Push-Up Possible Charts and collectively select seven or eight progressively difficult push-ups that can become the Class Push-Up Chart.

Sample Inclusion Tips

A student with a disability can perform push-ups in a variety of ways.

- ▶ Allow a student who uses a wheelchair to remain in the chair and perform wheelchair push-ups (release chair seatbelt and allow the student to position him- or herself as needed; the student places the hands on the arm rests, pushes self up and lowers self down with control, and performs as many as possible).
- ▶ Students who cannot support their weight with their arms might do variations of biceps curls, arm circles, or triceps extensions.
- ▶ Allow students with limited upper-body strength to perform bent leg push-ups or standing push-ups in an inclined position against the wall.
- ▶ Use a wedge or bolster to support the chest area of students who have poor strength and mobility.

Variations

Allow time for students to create a push-up variation routine alone, with a partner, or with a small group (emphasize that not everyone has to do the same exercises at the same time or do the same number).

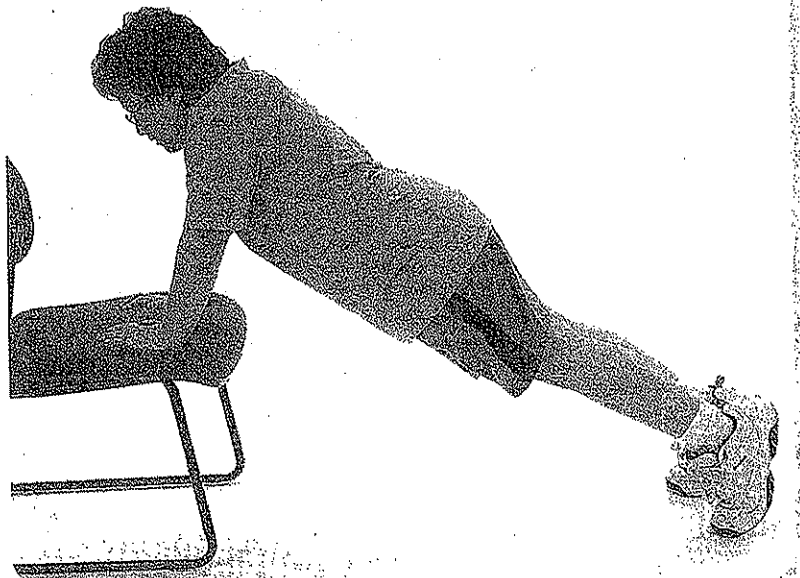
Home Extension

Encourage students to help a friend or family member find a push-up variation that is appropriate for her or his fitness level by teaching the person several push-up variations.

Assessment

Review the students' Individual Push-Up Progress Sheets:

- ▶ Is each student recording progress on the sheet?
- ▶ Is each student making progress?
- ▶ Have students pair up and share with each other how the push-up activity relates to the principles of intensity and progression. Randomly call on pairs to share their thoughts with the entire class.



It is important for students to learn how to adjust their intensity levels so that they can get the most effective workout. In Mission Push-Up Possible, they experiment with various kinds of push-ups to discover varying intensities.

MEDICINE BALL CIRCUIT

7.16

MIDDLE SCHOOL AND HIGH SCHOOL

Exploring options and making choices—Students enhance muscular strength and endurance, aerobic fitness, and flexibility while using a combination of medicine balls and traditional exercises in a challenging circuit designed to allow for individual differences and goal setting.

Purpose

Student will be able to develop aerobic fitness, flexibility, and muscular strength and endurance by participating in a wide variety of exercises using medicine balls (or substituted balls).

Relationship to National Standards

- ▶ Physical education standard 3: Participates regularly in physical activity.
- ▶ Physical education standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Equipment

- ▶ One medicine ball, or alternative equipment (see “Teaching Hints”) for every two students
- ▶ Jump ropes for station 3
- ▶ Mats for floor work
- ▶ Cone markers for each station
- ▶ Upbeat music and player (optional)

Procedure

1. Set up a five-station circuit around the teaching area.
2. Use cones to designate each station. Place students in small groups and assign each to a station.
3. Students do aerobic fitness activities both at the station and in the perimeter of the area.
4. Lead a class warm-up before having students begin to rotate through the stations. Have all students spread out randomly around the gym. On the “go” signal, have everyone begin to jog slowly, without bumping into anyone else. After 20 seconds of jogging tell them that they have 5 seconds to find one other person and stand toe to toe with her or him. Repeat and have them stand shoulder to shoulder with a different partner. Repeat the jogging and have them stand back to back with a partner; this person will be their partner for the day.
5. Have all students standing together. Give the direction that when you say the number 5, one partner should sit. Have the standing partner run and get a medicine ball while the other goes to the group’s first station.

Reproducible

Station 1

Around the World

Partners stand back to back, and one holds a medicine ball. Holding the ball at waist height, they pass the ball while their feet remain stationary. The partners continue to pass the ball from one to the other. They go first to the right five times and then to the left five times.

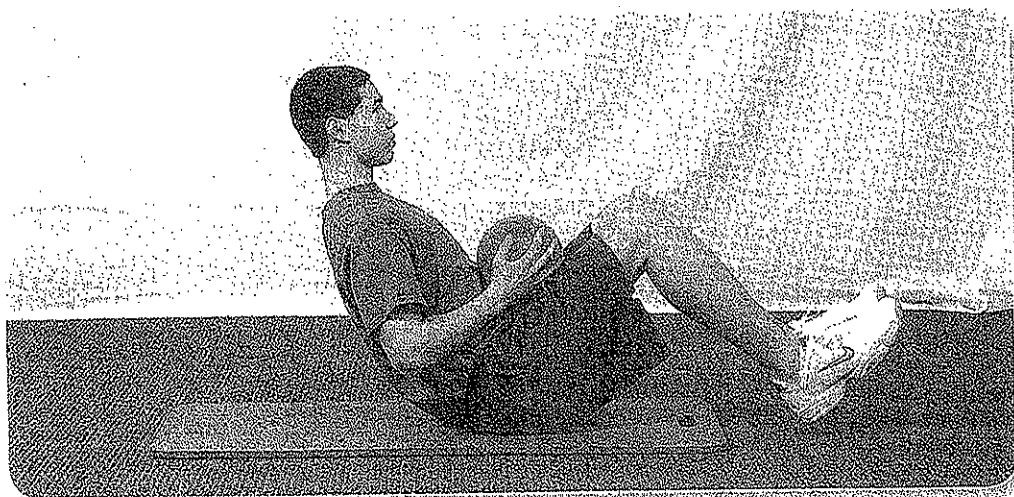
Good Mornings

Partners face each other, and one partner has a medicine ball. The partner with the ball holds it above his or her head while the other partner places a hand above his or her head. Both partners bend forward at the waist, moving their hands down toward the floor. When they reach a full stretch position, they hold for the count of 10 and stand back up. They repeat six times, switching partners with the ball each time.

Wood Choppers

The student holds the ball between the legs, brings it up above the head, and returns it down between the legs (simulating a wood-chopping motion). The knees should be kept slightly flexed to protect the lower back.

Medicine Ball Circuit Station
Signs.



Introduce the use of various types of equipment, such as medicine balls, to help students discover new ways to address aerobic, muscular strength and endurance, and flexibility fitness.

6. Students do each of the activities at the station. If they complete all activities before the signal to rotate is given, they begin doing the first activity again.
7. Groups have three minutes at each station. Then all students run one lap of the gym before stopping at the station to the right of their previous one.
8. Lead a class cool-down after all groups have completed the five stations. Have partners sit facing each other on the floor with their feet spread in a straddle position. The partner with the medicine ball extends the ball with the fingers toward the partner, stretching the hamstrings and lower back. At the peak of the stretch, he or she slowly rolls the ball to the partner, who receives the ball and repeats the stretch. The partners stretch and roll the ball five times each.

Teaching Hints

- ▶ Some activities can be done individually or with a partner.
- ▶ If only a few medicine balls are available, design your circuit to include a variety of stations that do not need the medicine balls and a few that use them. If no medicine balls are available, try substituting playground balls, basketballs, or volleyballs for some of the activities (such as push-up partner roll). Substituting unweighted balls will change the intensity and specificity of the activity, but students will find success, learn correct form, and may eventually be able to use a weighted medicine ball. Discuss with the class the components of the FITT principle and ways in which intensity may be changed by using different equipment even when time and type of activity remain the same.
- ▶ Playing continuous music helps maintain the enthusiasm and effort of your students.
- ▶ Provide a variety of different weighted balls at each station to challenge all levels of students.
- ▶ Students should start with a partner of about the same height or strength. Most girls should start with a 2-kilogram (4.4 lb) ball, and most boys should start with a 3-kilogram (6.6 lb) ball.

Sample Inclusion Tip

Students with disabilities will find success by using a larger or softer ball and being paired with an aide.

Variations

Music is always a motivational tool and can be used to time the workload at each station (45 seconds of music followed by 45 seconds of no music). In this variation, students should disregard the number of repetitions recommended in the instructions and instead perform as many repetitions as they safely can during the 45 seconds of music.

- ▶ While music is playing, students move around the circuit in a teacher-designated movement that works the aerobic endurance component of fitness (jog, slide, carioca, power skips, and so on).
- ▶ When the music is paused, students perform the exercise with the medicine balls.

Home Extension

Ask students to try one activity from each station at home, with or without equipment. Have them write down what activity they did and with what equipment and share their experience with the class.

Assessment

Each station lists the number of repetitions that should be done, but students should be encouraged to go beyond that goal. Have students record in their fitness journals how many repetitions they completed each day at each station and whether they exceeded or were under the goal set for the class. If they were above or below the goal, they should set new personal goals for the next time the activity is presented. Encourage students to increase the number of repetitions that they perform each time as a part of the fitness component of the lesson.

Students could also be evaluated by a peer at teacher-designated stations. A rubric could be developed about what to look for relative to the particular skill.

SHUFFLE AND HUSTLE

4.11

INTERMEDIATE

Specificity—Specificity, or type, refers to the kind of physical activity that you do. In muscular strength and endurance activities, the muscles worked are specific to the exercises performed.

Purpose

- ▶ Students will be able to define specificity (type) with respect to muscular strength and endurance.
- ▶ Students will be able to list exercises or activities that develop specific muscle groups.

Relationship to National Standards

Physical education standard 4: Achieves and maintains a health-enhancing level of physical fitness.

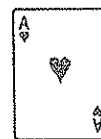
Equipment

- ▶ A deck of cards
- ▶ Upbeat music and player (optional)
- ▶ Any equipment needed for the exercises at each station; for those provided on the CD-ROM, you will need the following:
 - Lightweight dumbbells
 - Stretch bands
 - Step benches
 - Mats

Procedure

1. Place a poster with a different playing card suit symbol and list of exercises for specific muscle groups on each of the four walls of the activity area to create four stations. If conducting the activity outdoors, use slotted cones or another means to secure the posters. Use the posters provided on the CD-ROM reproducible or create your own.
2. As a group, practice the exercises that coincide with each of the four muscle groupings selected. While doing this, introduce students to the anatomical names for the muscle groups and focus on teaching proper form for executing the exercises. Also, explain that different exercises work different muscles (concept of specificity).
3. Break the class into small groups of two or three students.
4. Place a deck of cards with face cards removed in the center of the activity space. Have each group draw a card from the deck and go to the poster that has that suit.

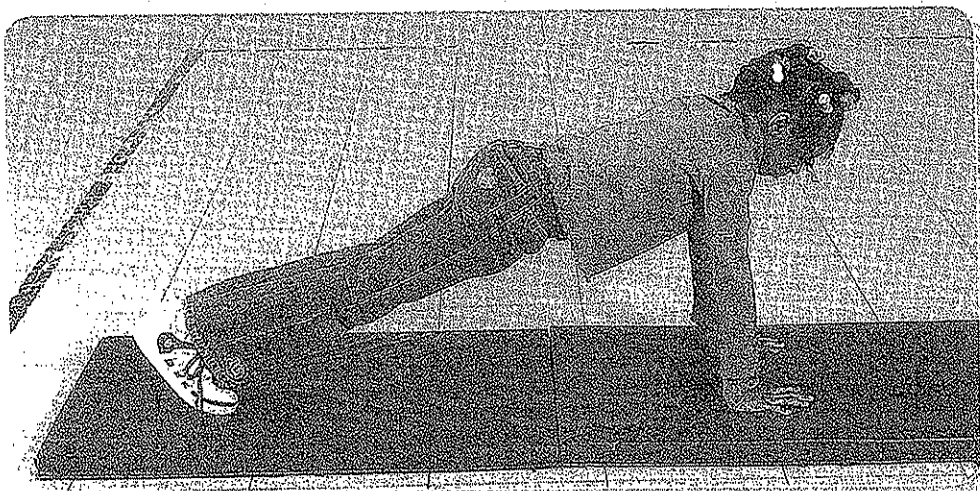
Reproducible



Ace of Hearts

- Squats
- Wall sit
- Step-ups
- Calf raises

Shuffle and Hustle Suit Posters.



Students learn how to work specific muscles during Shuffle and Hustle.

5. They then choose a specific exercise from that suit's designated muscle groups and perform the number of repetitions that correspond with the number on their card.
6. Students come back, place their card in a bucket, and draw a new card from the remaining stack. They continue until all cards have been used, at which point the cards can be reshuffled for a second round. Continue until you've reached a designated time or number of rounds.

Teaching Hints

- ▶ Look for extra large playing cards—they will be easier to handle and keep together.
- ▶ Move around the room throughout the activity to provide assistance and feedback with the exercises. Talk to students about the exercise they are doing and what group of muscles it uses.

Sample Inclusion Tips

- ▶ Assign a peer assistant to a child with a visual impairment to help the child travel safely to and from the walls as well as to read the number of the shuffled card and perform the activity.
- ▶ Add pictures next to the writing on the wall charts for nonreaders.

Variations

- ▶ Use the activity as a circuit with posters at the stations and the matching suit of the cards already at the station.
- ▶ Put face cards in the decks as wild cards. A student who draws a wild card chooses any station and does 10 repetitions of the station exercise.

Home Extension

Have students find four exercises to improve the upper body or lower body. They should perform the exercises three times a week with a partner and report their success to you.

Assessment

- ▶ Point to a muscle group on your body and ask students to name an exercise that they did during the activity that worked those muscles.
- ▶ Ask students to name the muscles used for the activity Shuffle and Hustle.

STRETCHING OUT TAG

5.6

INTERMEDIATE

Warm-up and cool-down—A warm-up gets the body ready for activity and prevents injuries by increasing the elasticity of the muscles and tendons. A warm-up also gradually speeds up the heart and breathing so blood and oxygen can move through the body faster and bring nutrients to the muscles. A cool-down helps slow the body down gradually after activity and can help prevent injuries. Stretching once the muscles are warmed up, and especially during a cool-down when muscles are very warm, helps relax muscles, increase their length, and increase the range of motion in muscles and joints, thereby reducing the chances of suffering tight and sore muscles.

Purpose

- ▶ Students will understand why warming up, cooling down, and stretching are important parts of a workout and that warming up is important prior to stretching.
- ▶ Students will be able to list exercises to use for warm-up, for cool-down, and for stretching.
- ▶ Students will be able to discuss how to stretch correctly.

Relationship to National Standards

- ▶ Physical education standard 3: Participates regularly in physical activity.
- ▶ Physical education standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Reproducibles

Warm-Up Exercises

Purpose: Increase elasticity of the muscle, prevent muscle strain, increase body temperature, and prepare the heart for vigorous activity.

1. Walk briskly around the gym with arm pumps—two laps.



2. Jog or walk very fast around the gym with arm pumps—two laps.



Activity: Warm-Up Exercises
Purpose: Increase elasticity of the muscle, prevent muscle strain, increase body temperature, and prepare the heart for vigorous activity.

Warm-Up Wall Chart.

Slow Jumping Jacks

- Increase range of motion of arms.
- Do slow jumping jacks. Continue until the music stops.



Activity: Slow Jumping Jacks
Purpose: Increase range of motion of arms.

Warm-Up Station Signs.

Modified Hurdle Stretch

- Increase flexibility of the hamstrings.
- Do three stretches for each leg. Hold each stretch for a slow count of 10.



Activity: Modified Hurdle Stretch
Purpose: Increase flexibility of the hamstrings.

Static Stretching Exercise Signs.

Cool-Down Exercises

Purpose: prevent muscle soreness by using a variety of physical activities that enhance range of motion, reduce lactic acid buildup, and relax the muscles.

1. Lunge



2. Cross-chest stretch



Activity: Cool-Down Exercises
Purpose: prevent muscle soreness by using a variety of physical activities that enhance range of motion, reduce lactic acid buildup, and relax the muscles.

Cool-Down Wall Chart.

Equipment

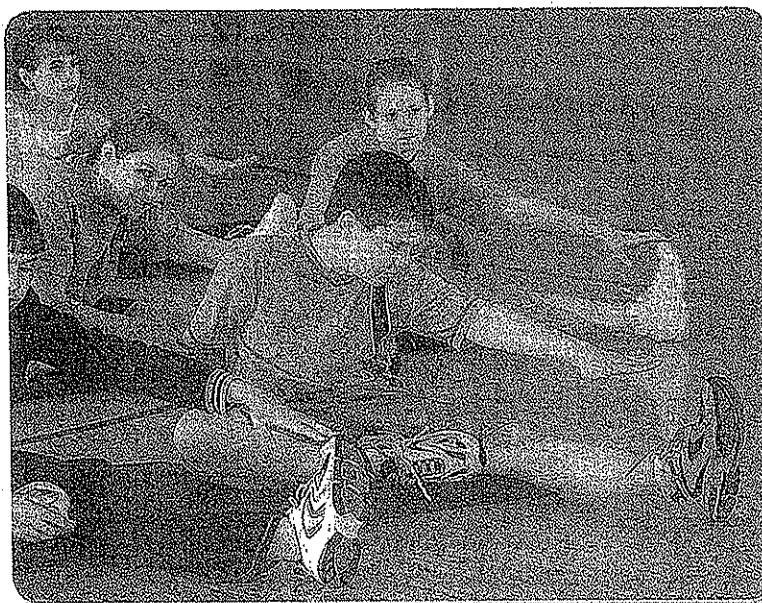
- ▶ Pedometers (optional) to keep track of steps
- ▶ Mats
- ▶ Music player and soothing music

Procedure

1. Before starting class, place a Warm-Up Station Sign and a Static Stretching Exercise Sign at each station around the perimeter of the room.
2. Discuss the definition of flexibility, the benefits of flexibility, and the principles for enhancing flexibility. Also review what static stretching involves and why it should be used.
3. Go over the six warm-up activities using the Warm-Up Wall Chart so students are familiar with the group warm-up activities that will be performed first. Then play music while students go around the perimeter of the room doing each warm-up activity for 30 seconds as you call them out. Stop the music to signal the students to end their activity and listen for instructions.
4. At the end of the group warm-up, bring the students together and ask them if they feel signs of warming up. Ask students to name these signs (e.g., differences in heart rate, breathing, sweating).
5. Before starting the second part of the warm-up, show students the Warm-Up Station Signs and explain that these warm-up activities emphasize specific areas of the body. Assign students to stations and play music while they perform the exercise on their station cards. When the music stops they should move clockwise to the next station. Continue this rotation until students have had a chance to try all the stations.
6. Bring the students together again and discuss the signs of warming up.
7. Now that the warm-up exercises have been completed, it is time to play Stretching Out Tag. In Stretching Out Tag, everyone chases each other. When a student is tagged, he or she goes to one of the six stations and performs the exercise given on the Static Stretching Exercise Sign. Remind students to hold the stretch for 10 slow counts and not to bounce. Students should go to a different station each time they are tagged and should not repeat a station until they have been to all six. If necessary, review the Static Stretching Exercise Signs. Plan to play Stretching Out Tag for several minutes.
8. Once you have called an end to Stretching Out Tag, have students perform a cool-down by walking two or three laps clockwise around the gym. Then take students through the activities listed on the Cool-Down Wall Chart to finish the cool-down.
9. Ask students whether they think that they have cooled down enough. Why or why not? Use the signs of exertion: how hard are students breathing, how fast are their hearts beating, are they still sweating? If needed, use additional stations to allow for more cool-down time.

Teaching Hints

- ▶ Remind students to pay attention to signs that the body is warming up so that they are successful in helping the body prepare for the workout and the stretching to come.
- ▶ Emphasize the importance of warming up and cooling down and what each should feel like. The warm-up should be a gradual warming of the body with signs like increased heart rate and sweating. The cool-down should be a gradual slowing of the body. Again, use the signs of exertion to see if students are actually cooling down slowly and effectively.



Stretching Out Tag helps students learn just how an effective warm-up and cool-down should feel.

- ▶ It is important for students to understand that immediately after a hard workout they need to do large muscle activity to help slow the bodily functions gradually. Point out that the cool-down stretching should be static stretching held long enough to be effective.
- ▶ Have students be mindful of how their stretching feels and how far they can stretch when they first start playing tag. Have them compare this to how the stretching feels during the game and after they finish the game. Point out that flexibility usually increases after the muscles have warmed up through hard work due to the warming of the body.

Sample Inclusion Tips

- ▶ During Stretching Out Tag, students who use wheelchairs, canes, or walkers can use a noodle to extend their arm length.
- ▶ To avoid being tagged, hands go above the head. Have these students think about whether their arms and other upper body parts can stretch further after warming up and after the tag activity.
- ▶ Develop and place appropriate exercises on the wall to select and perform when tagged.

Variation

Students can create new flexibility cards to place at the stations. Review the stretches so that all students will know them.

Home Extension

Pass out index cards so that students can create new flexibility or warm-up exercises to bring in for the next class. They should include three things: name of the exercise, how long to hold it or perform it, and why it is important.

PRIMARY

Fitness components—Fitness components of muscular strength and endurance, flexibility, and aerobic fitness are all used many times in activities. Knowing the difference between each of the fitness components is important.

Purpose

- ▶ Students will demonstrate health-related fitness exercises.
- ▶ Students will identify exercises that strengthen each area of health-related fitness.

Relationship to National Standards

- ▶ Physical education standard 3: Participates regularly in physical activity.
- ▶ Physical education standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Equipment

- ▶ Three different colored noodles cut in half and three cones to match the noodles (If noodles are not available, beanbags, poly spots, or colored paper can be used.)
- ▶ Two beanbags per student at the body composition station
- ▶ Six jump ropes
- ▶ Mats
- ▶ Heart rate monitors to keep track of heart rates
- ▶ Pedometers to keep track of steps

Procedure

1. Post the Fitness Tag Exercise Posters at stations around the room. Place Health-Related Fitness Definition Posters at the appropriate stations so that students will know which area of fitness each station addresses. Review these definitions with students before starting the station activities and review them again during assessment at the end of the class.

Reproducibles

Fitness Tag Exercises

Aerobic Fitness

• Jump rope—30 times.



• Line jump—20 times going sideways.



Fitness Tag Exercise Posters.

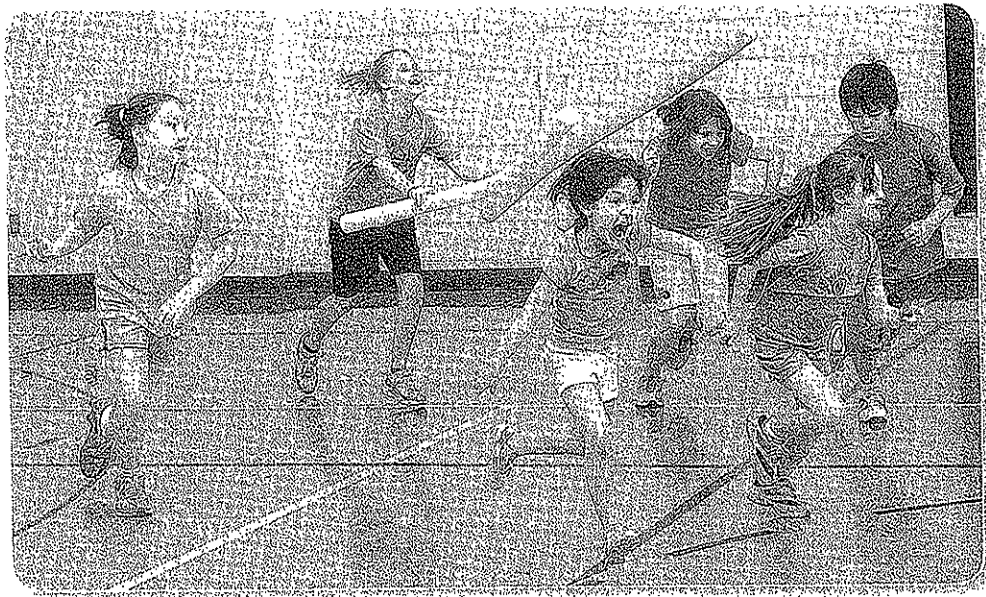
Health-Related Fitness Definition

Aerobic Fitness

Aerobic fitness occurs when the heart, lungs, and muscles work together for an extended period.



Health-Related Fitness Definition Posters.



Fitness Tag is a fun game that helps students review the health-related fitness components.

2. Select three students to be taggers.
3. Each tagger has a colored noodle that corresponds with the colored cone placed under an exercise chart. When tagged, the student will go to the cone of the same color. Here they select one exercise to do from a Fitness Tag Exercise Poster. The number of times will be listed on the poster. The next time they return to that fitness area they must pick a different exercise to perform.
4. Rotate taggers after a minute or when you think that students are getting tired so that each student has a chance to be a tagger.

Teaching Hints

- ▶ Talk to students about health-related fitness. Review the Health-Related Fitness Definition Posters so students understand the areas of fitness they will be working on at each of the stations.
- ▶ Have all students do exercises in each area to make sure that they understand the exercises and know what fitness area they represent.
- ▶ Define each area so that students have a good understanding of the fitness area that each exercise develops.
 - Aerobic fitness occurs when the heart, lungs, and muscles work together for an extended period.
 - Muscular strength and endurance occur when muscles come together to produce force or move an object repeatedly without getting tired.
 - Flexibility exercises are those that help the body bend, twist, and move easily in a full range of motion.
 - Body composition is the amount of lean body mass (bones, muscle, organs, and fluids) compared to the amount of body fat. Physical activity and balanced nutrition contribute to good growth and development of a healthy body composition.

Sample Inclusion Tips

- ▶ Use pictures along with colored paper so that all children can understand the posters.
- ▶ For children who have limited mobility, provide appropriate exercises and equipment to improve muscular strength and endurance such as hand-held weights, stretch bands, and stability balls.

Variations

- ▶ Use more taggers so more students get caught.
- ▶ Select various locomotor movements (such as skipping, galloping, and hopping). Change locomotor movements each time taggers are rotated.
- ▶ Use stability balls or bosu balls at the stations.

Home Extension

Allow students to borrow noodles at recess to play this activity in a specific area. When students are tagged, the tagger tells them what exercise they have to perform. Students can play this activity at home and report to you how many times they played and what exercises they used.

Assessment

- ▶ Ask questions about the definitions of muscular strength and endurance, flexibility, and aerobic fitness.
- ▶ Ask students what health-related fitness component they worked on today.
- ▶ Have students name exercises in each area of fitness.

7.2

FITNESS FOUR-SQUARE

INTERMEDIATE

Specificity—By experiencing a variety of fitness activities and then discussing them, students 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.

Relationship to National Standards

- ▶ Physical education standard 1: Demonstrates 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: Achieves and maintains a health-enhancing level of physical fitness.

Equipment

Each group of four needs the following:

- ▶ Punch ball, volleyball trainer, or beach ball
- ▶ Four-square area marked with tape or chalk
- ▶ One cone for each four-square court
- ▶ One die for each four-square group
- ▶ Pedometers (optional) to count steps during the activity
- ▶ Mats

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 a Fitness Four-Square Exercise Card.
2. Divide the students into groups of four. Each student will take a turn at being the roller when they are in square 4.
3. The student in square 1 is the server and serves the ball that the group selected to anyone in the other courts. The server begins the activity by asking, "Ready?" and the team responds, "Serve."
4. The object of the activity is to keep the ball continuously passed using the forearm pass or set without letting it touch the ground. Explain that a person

Reproducible

Fitness Four-Square Exercise Card

1. Do 10 squats.
2. Power walk around your square once.
3. Do 10 jumping jacks.
4. Touch your knee to your opposite elbow 30 times.
5. Do a cross-chest stretch for a count of 20. Switch arms.
6. Do 20 high knees.



Fitness Four-Square Exercise Card

1. Do 10 lunges.
2. Do 10 calf raises with both feet (go up on your toes and then lower your feet back down again).
3. Touch your knee to your opposite elbow 10 times on each elbow.
4. Do 10 push-ups.
5. Do 10 mountain climbers.



Fitness Four-Square Exercise Cards, to be placed on cones.



Fitness Four-Square introduces a new way to learn about specificity and health-related fitness.

cannot hit the ball twice in succession and that students have to remain in their squares to pass the ball.

5. After the ball touches the ground, the student in square 4 rolls the die. The number that the die lands on corresponds with an exercise listed on the cone at each court. Students need to decide what area of fitness the exercise will help develop and then perform the exercise.
6. After exercising, students rotate squares. The student in square 3 rotates to square 4 and becomes the new die roller. The student in square 4 moves to square 1 and becomes the new server. All other team members move around the square.

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 and enhance aerobic fitness and heart health.
- ▶ Help students categorize these exercises into the specific health-related fitness area: muscle strength and endurance, flexibility, and aerobic fitness.

Sample Inclusion Tips

- ▶ Students in wheelchairs or with low skill levels can catch and throw the ball if necessary.
- ▶ Students lightly toss or bounce the ball to students with special needs.

Variations

- ▶ Design your own exercises so that each square represents a specific fitness area.
- ▶ Have students rotate squares after three rounds.
- ▶ Have students design exercises.
- ▶ Use playground balls and allow them to bounce the ball.

Home Extension

Ask students to design a four-square area at home. They can use the rules followed in class and make up their own exercises. They can play the activity with just one friend, but four makes it more fun.

Assessment

- ▶ Students should be able to determine what area of fitness each exercise goes with. Evaluate their answers.
- ▶ Give students pencil and paper. Have them list three exercises and identify the part of the body that each exercise develops and the health-related fitness it primarily develops.

3.2

FRANTIC BALL

INTERMEDIATE

Aerobic fitness—*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. When 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

- ▶ Three balls for each group of five students; 6- to 8-inch (15 to 20 cm) foam balls recommended
- ▶ Upbeat, fast music and music player
- ▶ Heart rate monitors (optional) for students to see the various heart rate changes that occur during the different activities

Procedure

1. Students take their heart rate while standing. Explain that a resting heart rate is slow because the body is not active.
2. Place students in groups of five. They will learn a star passing pattern (see figure 3.2). A student can't pass to an adjacent person. They should say the name of the person to whom they are passing. Add at least three balls to each group. Have students stop and take their heart rates.
3. They are now ready to move freely throughout the space and pass one ball. Students need to travel safely by staying on their feet, watching where they are going, and following directions. Students should move freely through the activity area but stay as a group so that they can continue the star passing pattern. Try to move from one end of the gym to the other.

Reproducible

FRANTIC BALL WORKSHEET

Name _____ Date _____

Write down the physical activity or sport that you did to become and describe your heart rate and how it changed.

Example:
Activity: I played soccer with my friends. We were running, kicking, and passing the ball. I was out of breath and my heart was beating fast.
Activity: I walked the walking path in the park. I was not out of breath and my heart was beating slowly.
Activity: I ran the mile in the gym. I was out of breath and my heart was beating fast.

Activity 1: _____
My heart rate _____
I was breathing _____

Activity 2: _____
My heart rate _____
I was breathing _____

Activity 3: _____
My heart rate _____
I was breathing _____

Activity 4: _____
My heart rate _____
I was breathing _____

Activity 5: _____
My heart rate _____
I was breathing _____

Activity 6: _____
My heart rate _____
I was breathing _____

Activity 7: _____
My heart rate _____
I was breathing _____

Activity 8: _____
My heart rate _____
I was breathing _____

Activity 9: _____
My heart rate _____
I was breathing _____

Activity 10: _____
My heart rate _____
I was breathing _____

Frantic Ball Worksheet, one per student.

4. When the music starts, each group of students continues to move around the gym. Remind them to watch the person who will be passing them the ball. They are to move constantly anywhere around the area and watch the group member who will be passing them the ball. The star passing pattern continues as the students move.
5. When the music stops, students stop and take their heart rates.
6. Compare the number of beats per minute to their resting heart rates and to the heart rate that results from other activities and various durations of exercise. Talk about how movement helps define aerobic fitness.
7. Talk about what they can do to increase the heart rate in this activity.
8. Repeat the activity and see whether they accomplished the task of increasing the heart rate. Were they successful? Why or why not?

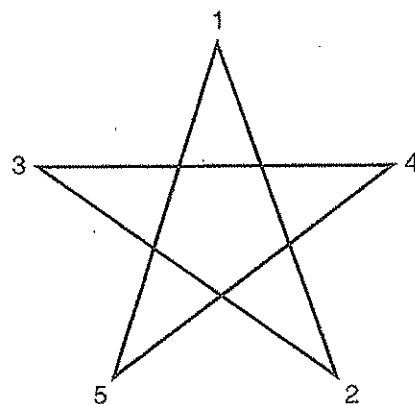


Figure 3.2 Star passing pattern.

Teaching Hints

- ▶ Define aerobic fitness before beginning the activity.
- ▶ Tell students that this activity will help them understand what aerobic fitness means.
- ▶ Taking the heart rate helps students see the effects of movement in developing aerobic fitness.

Sample Inclusion Tips

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

Variations

- ▶ Have students stand and pass a ball and then do a push-up after the pass.
- ▶ Have students move and dribble a ball five times before passing. Discuss how different sports will affect the heart rate.
- ▶ Go to the assessment questions and compare how heart rate changes with different sports.

Home Extension

Have students try out three physical activities or sports at home and check how fast their hearts are beating while they are playing. Remind them that physical activities include home chores like making their beds, picking up their rooms, emptying the trash, and raking leaves. They should use the Frantic Ball Worksheet to report their findings.

Assessment

Ask these questions in a classroom discussion:

- ▶ Did you notice a difference in your heart rate when you came to class, stood and passed, and moved and passed?
- ▶ What does a fast heart rate do for the body?
- ▶ How does a fast heart rate help the body?
- ▶ What did you do to increase your heart rate?

6.3

FRISBEE CALORIE BLASTER

MIDDLE SCHOOL

Health benefits—Using physical activity and tossing skills, students develop a sense of relationship between physical activity and calorie expenditure.

Purpose

- ▶ Students will learn that reducing or expending 500 more calories a day than one needs to maintain weight will result in a 1-pound (.45 kg) weight loss over a week.
- ▶ Students will see that physical activity can be fun and that physical activity helps expend calories, leading to healthy body composition.

Relationship to National Standards

- ▶ Physical education standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- ▶ Health education standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Equipment

- ▶ Small Frisbees, two per student
- ▶ 14 plastic bowling pins
- ▶ Floor tape or poly spots (optional) to mark the playing zones

Procedure

1. Set up seven pins at each end of the activity space, 5 to 10 feet (1.5 to 3 m) from the wall (see figure 6.1). Spread the pins evenly across the width of the space. Establish an area of 4 to 6 feet (1.2 to 1.8 m) in front of the pins as the neutral zone, where no one may enter for the purpose of defense (guarding the pins). Mark a midcourt, or center, line. Floor tape or poly spots can be used if lines on the floor are not available.
2. Discuss with the class that for those who wish or need to improve body composition, moderate and consistent changes in diet and activity level will result in positive changes in body composition. Having a healthy body composition can lead to many health benefits, including a healthier cardiovascular system, lower risk of diabetes, increased self-esteem, less strain on joints, and more energy.
3. Teach the rules of the game. Explain that the objective is to knock down the opposing team's pins by sliding the Frisbees across the floor before they eliminate your pins. In today's activity, each pin represents 500 calories. By knocking down, or eliminating, all seven pins, students will eliminate 1 pound (.45 kg) of body weight (3,500 calories). Students cannot cross the midcourt line at any time. Students must play offense, defend their pins, and retrieve Frisbees to be successful.
4. Have students practice the Frisbee slide by sliding their Frisbees skillfully and safely.

Reproducible

None.

5. Divide the students into two teams. Have students scatter randomly in their half of the playing area. Evenly distribute Frisbees to each team. Have team members decide who will slide the Frisbees toward the other team's pins and who will guard their pins. Defenders may retrieve Frisbees but may not enter the neutral zone.
6. On your signal, students begin the game (and expend those calories!).
7. This activity requires quite a bit of movement. You can play until one team has eliminated the other team's pins or for a set period. Teams set up the pins and switch sides for additional rounds.
8. Play as many rounds as desired.

Teaching Hints

- ▶ After students learn the game, play upbeat music in the background.
- ▶ In large classes split teams into three groups—throwers (along the midcourt), defenders (in front of the neutral zone), and retrievers (behind the pins along each end wall; they must pass the Frisbees up to the throwers). Have each group wear different color pinnies and rotate each round. Although this procedure minimizes overall movement, it may prove safer for large groups and it emphasizes the strategies necessary for success.

Sample Inclusion Tips

- ▶ A student with a disability can be provided with other types of objects that are safe to roll or toss and may be easier to grip and manipulate.
- ▶ Incorporating appropriate safety techniques can allow students with disabilities to move closer for more opportunity to throw and knock down pins.

Variation

To enhance soccer skills, have four students dribble soccer balls around the cone area. On a signal they kick the balls and attempt to hit a pin. Rotate kickers after each series of kicks.

Home Extension

Have students keep journals of physical activity. For each 15 minutes of continuous activity they achieve 500 points. Their goal is to accumulate 5,000 points in a three-day period.

Assessment

- ▶ Ask students to name some activities they enjoy doing that they think expend calories and promote healthy body composition. Ask how they could realistically reduce the amount of calories consumed on a daily basis if they needed to improve their body composition. (Point out that not everyone should reduce the number of calories consumed. A person of below-normal body composition should not try to lose weight.)
- ▶ Have students design a one-week plan that reduces 3,500 calories through a combination of reduced calorie intake and increased activity level. (They should use calorie charts or food labels and determine calorie expenditure for chosen activities.) Consider having students who should maintain or gain weight design a one-week plan to maintain their weight or add calories through healthy eating while participating in regular physical activity.

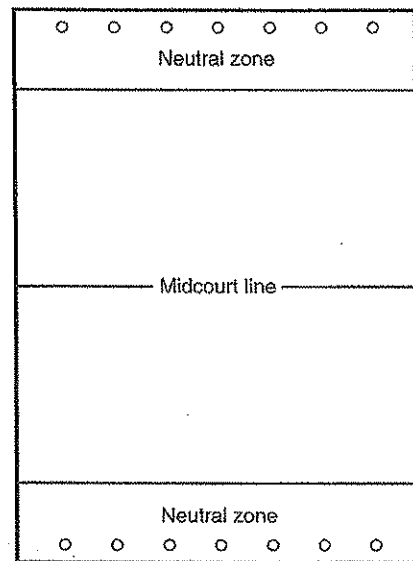


Figure 6.1 Floor diagram for Frisbee Calorie Blaster.

HOOVERBALL

"It required less skill than tennis, was faster and more vigorous, and therefore gave more exercise in a short time." - Herbert Hoover

HISTORY

- The sport originated in 1928, when shortly after his election Hoover took a goodwill trip to South America. While aboard the battleship Utah on his return, he watched a game of "bull-in-the-ring", a medicine-ball game that was popular on naval ships.
- A soft nine-pound medicine ball was thrown from one to another of the players standing in a circle as the "bull" in the center tried to intercept it.
- During the trip, the president-elect played and enjoyed the game, which was the inspiration for Hoover-ball.
- The sport originated in 1928, when shortly after his election Hoover took a goodwill trip to South America. While aboard the battleship Utah on his return, he watched a game of "bull-in-the-ring", a medicine-ball game that was popular on naval ships.
- A soft nine-pound medicine ball was thrown from one to another of the players standing in a circle as the "bull" in the center tried to intercept it.
- During the trip, the president-elect played and enjoyed the game, which was the inspiration for Hoover-ball.

RULES

The court is 60 feet by 30 feet

A 4-6 pound medicine ball and 8-foot volleyball net are used.

Teams consist of 2-4 players

Points are scored when a team: fails to catch the return pass, fails to return the ball across the net, or returns the ball out of bounds.

The ball is served from the back line.

A ball that hits the out-of-bounds line is a good return.

Preparation:

Prisoner Squats:

1. Start with feet shoulder width apart, toes pointing slightly angled out
2. Make sure hips, knees and toes are aligned correctly throughout the range of motion
3. Hands are placed behind the head to make sure that the chest is up and shoulders are back throughout the range of motion
4. As you lower your center of gravity, the gluts push back (as if you were sitting down), bending at the hips and knees
5. Make sure the knees don't pass over the toes, and stay on your heels
6. Also make sure that you don't lean too forward, which can cause strain on the lower back.
7. Remember to keep the core tight.

CROSSFIT: High Intensity Interval Training

CrossFit is the principal strength and conditioning program for many police academies and tactical operations teams, military special operations units, champion martial artists, and hundreds of other elite and professional athletes worldwide.

Coach,

Just thought I would let you know about a little PT session we had. We played Hoover Ball with a 12lb TKO medicine ball, 5 players per side, 6 games to 10 points. It took 55 minutes and everyone was wiped out.

- *Sincerely, SSgt Frank Ollis U.S. Marines*

HOOVERBALL

Level – 6-12

Training Concept – Type/Specificity

Health-Related Fitness Component – Muscular Endurance & Strength

Purpose/Objective – T.L.W. demonstrate muscular end. & strength through participation in the game Hooverball.

Standards – All six National Standards

Equipment – Volleyball court, 4-6lb Medicine Ball

Procedure

- Introduction of Concepts – Teambuilding Activities, Skill practice with lighter balls.
- Activity Steps/Directions – Throwing Jump Squats, Underhand Throws
- Closure/Assessment – 3 pt. Rubric through game play

Inclusion Tip – Pass to each player on your team before volleying.