

**Websites used by College Students for Fit Kit Projects**  
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Presented at AAHPERD on April 11, 2008

**For a print out of these handouts and the powerpoint presentation visit the following website and link to Conference Presentations:**

<http://www.angelo.edu/faculty/meisenwine/Website/index.html>

Kids' Health website – link to strength training for children and parents' use.

[http://www.kidshealth.org/parent/nutrition\\_fit/fitness/strength\\_training.html](http://www.kidshealth.org/parent/nutrition_fit/fitness/strength_training.html)

Relaxing Stretch - exercises

<http://exercise.about.com/library/blrelaxingstretch.htm>

FitStuff.com – computer based training for sports

<http://www.fitstuff.com/>

Article by Michele Myers on stretching:

<http://www.fitstuff.com/articles/stretch.html>

Top End Sports – exercises for flexibility under Fitness Testing

<http://www.topendsports.com/>

United States Department of Agriculture - Steps to a Healthier You – Food Pyramid

<http://www.mypyramid.gov/>

National Dairy Council website – lessons for health and nutrition

<http://www.nutritionexplorations.org>

Physical Education lesson plans and links to other similar sites

<http://www.pittschools.org/aes/PHYSED8.HTM>

Mr. Gym is one of the most comprehensive Elementary Physical Education and Secondary Physical Education resources available on the Internet.

<http://www.mrgym.com>

Games and activities

<http://www.funandgames.org>

Lessons from “Classroom Teacher Integrated” website at “PE Central”

<http://www.pecentral.com/>

## **Fit Kits - Activity Descriptions**

Interdisciplinary Coding for activities as follows: Health = H Language Arts =LA  
Math = MA Music = MU Science = S Social Studies = SS

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## **Cardiovascular Endurance Activities**

### Musical Cones (H, LA, MA, MU, S)

The students will be circled around the cones. They have to skip, jump, or hop around the cones when the music plays. When the music stops they are to stop on the nearest cone, flip it over and perform the task written on a card beneath the cone. The task card will tell them where to go. They have to run there, perform the task assigned, and run back. The tasks will be a jump rope station, a theraband station, a sit-up station, a jumping jack station, a push up station, and two laps around the gym floor. The students should be spread out enough so that there are only three to four students at each cone when the music stops. The students will be instructed to take a resting heart rate before the workout, a working heart rate halfway through, and a working heart rate at the end of the workout. Target heart rate will be determined prior to activity, so the kids can see if they are hitting their desired working heart rate.

### Jump Rope Stations (H, S)

5 cones will be placed around gym. Divide students into groups of 3-4 per station (station 1: single leg; station 2: double leg; station 3: skipping; station 4: crisscross; station 5: Double Dutch). Students will spend 1 minute at each station and then rotate to the next leaving the jump rope behind at that station. At the completion of all 5 stations, students will hustle back to roll check seating, find their heart rate, and record it to discover the difference in activity level.

### Other Jump Rope Activities

#### Jump Rope Spelling (LA)

Children jump rope while practicing their spelling words out loud, saying the letters as they jump.

#### Jump Rope Rhyming (LA)

Children use traditional jump rope rhymes or make up their own for jumping rope. This skill is directly related to reading in the early grades.

### Jump Rope Skills

1. One foot jump on each leg
  - a. Simple jump rope on one leg
2. Alternate feet
  - a. You jump rope on one foot and when the rope comes back around you alternate to the other foot
3. Two feet
  - a. Simple jump on both legs
4. Skier

- a. This is a basic two legged jump except you bounce from side to side
- 5. Crisscross
- 6. Single side swing
  - a. Put your hands together, while holding the handles, and swing the rope from one side of your body to the other.
  - b. Keep repeating step 1.
  - c. When you are ready, open your hands. Swing the rope down and jump.
- 7. Side straddle
  - a. Pretend you're doing a jumping jack using only your feet.
- 8. X-to straddle
  - a. Jump with your feet spread apart.
  - b. Jump and cross your legs.
  - c. Repeat steps 1 and 2.
- 9. Toe exchange
  - a. Jump and touch your toe to the ground behind you.
  - b. Switch feet and touch the other toe to the ground behind you.
  - c. Keep repeating steps 1 and 2.

### Scooter Relays

Divide the class into groups. Each group is lined up at one end of the gym. On the given signal the first person from each group will ride the scooter down to a given point then return. After returning, he will give the scooter to the next person in line, who will do the same. This continues until each player has a turn. The first team to finish, and be sitting on the floor is the winner. VARIOUS WAYS OF HAVING THE STUDENTS RIDE THE SCOOTER: Sitting on the scooter, kneeling on the scooter, belly on the scooter, back on the scooter, with partner pushing or pulling scooter

### Beanbag Snag

Students will be divided into equal teams. All the beanbags will be spread out at the other end of the playing area. When teacher says, "go" one student from each team will run to the pile and grab one beanbag to take back to their team. Once the first teammate returns the next member may go get one more beanbag. This continues until all the beanbags are gone. Determine the winner according to which team has the most beanbags.

### Word Scramble (LA)

Students will divide into equal teams. There will be cards with a letter on them for each team. The first member will run to the cards and complete one skill listed (such as 5 jumping jacks, 5 push-ups, 5 sit-ups). Then they grab a card and take it back to their team. Each member of the team will go until the team has spelled

out a word. Whichever team gets their whole word first must give the definition of the word or lose their points to the other team.

### The Big Burn Theory (H, MA, S)

Start the lesson by reviewing food labels with the kids so that they remember how to find the serving size and the calories per serving. They can all bring food labels from home. Next, explain that they are going to have the opportunity to pick a food label out of a food that they would like to eat or plan to eat that day. Use a scale to find their exact weight. Show them how to put their weight into a pedometer. This can also be done with pedometers that don't have the weight option. Just skip that part and set the pedometer on the calorie count mode. The kids still get the general concept of the lesson. Once they have entered their weight and set their pedometers on the calorie count mode, they are then free to pick out their label. Once they have their label and have found the information about serving sizes and calories per serving, they are free to pick the activities of their choice and get to work on burning those calories. The challenge is to try to burn the number of calories in one serving of the food that they chose before class is over. This activity is really eye opening for some students who do not realize how hard it is to burn calories, as well as the number of calories that some of their favorite foods contain. At the end of the lesson discuss whether or not their choice was a healthy one, and if not, discuss what foods may have been a better choice. Also, talk about the fact that if we choose to put those extra calories in our bodies, we are going to have to work hard to burn them.

### Pedometer Estimation Walking (MA)

This activity gives students the opportunity to practice — and test — their estimating skills. The teacher gives the students a set of distances to estimate, such as the following:

- How far is it across the gym from one basketball goal to the other?
- How far is it from the free-throw line to the nearest bathroom?
- How far is it from one end of the playground to the other?

Students estimate how many steps it will take to walk each distance and write their estimates on a worksheet. Then, students walk the distances and record the exact number of steps their pedometer registered. Once students have both numbers, challenge them to figure out how close their estimates were by comparing the estimate to the actual steps they took. For example, if a student guessed it would take 100 steps to walk across the gym and the distance was actually only 85, the difference would be 15 steps. Have students compare recorded differences with others.

### Scavenger Hunt (LA, SS)

Separate students into three equal groups. Within their groups, the students will each have a list of questions numbered from one to ten. Each question will have a clue that leads them to the destination where the note cards are placed in an envelope. The students are allowed to skip around if they wish, but they must complete all ten questions/clues. At each destination there is an envelope with three note cards included. On the note cards, there are number that represent possible points varying from one to three. The destinations will be in and around the school. As a cardiovascular endurance activity, the students will wear a pedometer and have to document their total steps after the scavenger hunt has been completed. We will discuss total steps after the activity.

Sample Scavenger Hunt Clues are as follows:

1. Some students are nervous when they perform up here.
2. Around and round it goes, where it stops, nobody knows.
3. No one should want to be sent here.
4. What do people first see to know the name of the school?
5. If your tummy hurts help is here!
6. When you need someone to talk to for advice or help, her office is always open.
7. When you're feeling hungry this is where you go.
8. Where you meet for PE everyday
9. If you're in need of a book, this is the place to go.
10. If you need to search the web or type a paper, you would go here.

### Dance Activities (MU)

Code music used with cards listing dance activities such as the following:

1. Rhythmic Ribbons – for inexpensive ribbons, tie 1, 2, or 3 ribbons to shower curtain rings. Use lively music.
2. Cha-Cha Dribble – move with Cha-Cha music and steps including a certain number of basketball dribbles with clapping before catching the ball.
3. Disco Dancing – find disco tunes to play while students do the grapevine dance step, flapping arms, clicking heels, and turning to another side.
4. “Cotton-eyed Joe” – while playing this tune, use heel and toe movements with grapevine dance steps from side to side.
5. “Bunny Hop” – students perform Bunny Hop dance with heel out to right and left, then hopping forward in a long line snaking around the gym.

### Obstacle Course

An Obstacle Course can include a variety of activities that can be changed throughout the school year according to the materials, space available, and needs of students.

### Oxygen Cycle (S)

Students run clockwise around a track in the gym, pretending they are the blood that carries oxygen through the body. \* First of all, students go to the "mouth" station where they take three big breaths and pick up an object that represents oxygen (i.e., beanbag). \* Secondly, they run to the "heart" station and contract their whole body (see the explanation below), pretending to be a heart. \* Third, they run to the "muscle" station where they put their beanbag into a bucket and perform a designated exercise (i.e., 10 jumping jacks). \* Fourth, the students have "run out of oxygen" and must go back to the mouth to get more.

### Walking Willie (MA)

Measure off an area of your field or gym. Have students walk this area for a given amount of time (you can start off with a few minutes and progress – have students build up to a ten minute time limit). At the end of the time period, have students stop and count the laps. Determine how many miles the total class has walked (may need to do this later if time is a problem; if it's not, this is a good "counting" activity for the class). I post the miles students have walked by using a "Walking Willie Worm" -- he grows a segment by each mile that has been walked.

### Jog and Jump Partner Activity (MA)

Assign the students to a numbered cone as they enter the gym. The cones should be set up in numerical order on the perimeter of the boundaries of a large rectangle. The students need room to jog clockwise around the outside of the cones. Have the equipment at each cone or have the students get the equipment on the way to the cone.

On signal, one partner will jog clockwise around the perimeter of the area while the other partner practices their jump rope skills (I have a skills sheet with the jump rope skills to practice on it). The jumpers need to stay within the rectangle while their partners jog around the outside of the area. After three minutes, have the joggers stop and open the Digi-Walker, check their step number, and go back to their cone. The jogger records his/her steps while the other partner puts the Digi-Walker on and resets it to zero. On signal the new jogger jogs and the other partner jumps rope.

After both partners complete the warm-up, have them add their scores together for their team score. An effective warm up also has the effect of increasing both your heart rate and your respiratory rate. This increases blood flow, which in turn increases the delivery of oxygen and nutrients to the working muscles. All this helps to prepare the muscles, tendons and joints for more strenuous activity.

### Cone Ball Soccer

Place traffic cones at four different places equidistant apart on the end line, sideline and mid-court line. Number the students who will be standing in between the cones off from 1-5. Call one number from each team to leave their positions and try to kick the ball through the cones for a score (below head level). Have an allotment of extra balls for stray shots. The goalies will try to keep the ball away from the players by rolling the ball to another group of goalies. Call a new number after a few minutes and repeat the process. As an alternative have the teams in between the cones on the same team and the least amount of goals scored wins the score. They will try to score against the three other teams.

### Rats and Rabbits

Draw a line down the middle of the hall or pitch being used and divide the group into two teams, the 'Rabbits' and the 'Rats'. Players from each team partner up against a player from the other team and face them across the centre line, but standing in their respective halves. One foot of each player should be touching his or her opponent's at the center line. Explain that behind each team is a home base which if they reach they are safe from capture. If the leader calls out 'rabbits' this team becomes the chasing team and each rabbit has to catch their respective 'rat' partner before he/she reaches their home. If however the leader calls out 'rats' then the opposite happens and rats have to catch the rabbits. Each time a person is caught that team scores a point. Game ends when you like, and the winning team is the team with the most points.

### Crossing the Great Divide

Divide the class into small groups. The first time you try this game, test it with a small group of 2-5, depending on grade level. You can then adjust the groups as necessary. This game looks and sounds simple but it is very challenging. The object of the game is to get your group across the great divide (an area you select, 40 feet or so). To do so the players start lined up beside each other, with their feet touching the feet of the players next to them. The team must cross the great divide without anyone's feet losing contact with the feet of the players next to him or her. When to players lose contact, the group must return to the starting line before starting their next attempt. So in short, all the team has to do is cross the designated area without coming apart (anyone losing foot contact with their neighbor). The obvious way to adjust the difficulty of this game is to add or subtract the number of players in a group. At the end of the game, try having the whole class as a group.

### Dribble Tag

Arrange the class in a scattered formation with each student equipped with a b-ball. Make a boundary that is large at the start (basketball out of bounds). The

object is to dribble with one hand and steal the ball with the other. A penalty (5 dribbles) occurs if they go over the boundary, lose control or the ball is stolen. The next time make the area smaller (half-court), then smaller still (foul line).

### Battle Ball

Unlimited players required for this game. Divide the players into 2 equal teams. The object of the game is to throw volley balls over the net as quickly as possible so that when time is up, the opposing team will have more balls in their area. A game can consist of four, 3-minute quarters. Teams exchange courts at half time. The team with the lowest point totals wins. One ball = 1point.

### Jump Rope Tag

The activity area is divided in to two sections. The first section is the "tag/practice area" and the second area is the "Jump Rope Practice area". In the tagging areas the players are to try to avoid the 4 designated taggers - red, yellow, blue and green. They may be safe by dodging and fleeing or, when a tagger approaches, by doing the designated jump rope skill (skier, bell, straddle, etc.) with their "invisible" jump rope. They may only be safe for 10 jumps and the taggers cannot guard. If a student is tagged, he/she goes to the jumping area where there are two skill cards by each spot/cone. The tagged students pick up a rope and they perform 10 jumps of one of the skills at the cone that matches the color of the tagger who tagged them. After completing the ten practice jumps, the jumper re-enters the game.

Variations: Changing the locomotors skills for the tagging part of the activity, as well as the safety skill keeps the activity exciting and gives a workout to more muscle groups.

### Shadow Drill

The play will be different inside and out. On a sunny or partly cloudy day have the students try to step on the other players shadows. Keep an individual total each time and then repeat for a better score. Inside play will be played with partners. Establish one as a runner and the other the chaser. Give a 15 second time limit to have the chaser be able to stray with the runner. After a while stop the action and see if the chaser can be within an arms distance with the runner. Change places and partners often.

## **Muscular Strength/Endurance Activities**

### Tug of War

This game is for two teams. The teams are on either side of a 50 foot rope and try to pull the other team past the designated center line. The team that pulls the other to this line wins.

### Follow the leader

The game of follow the leader gives each person a turn at being the leader. The leader walks a certain way or does certain activities. The followers mimic the leader precisely. Follow the leader could be expanded to include push-ups, crunches, lunges, or several other safe callisthenic exercises for children. If this game is being played with children of differing abilities, the game could be arranged so that each person gets a period of time (such as 3 minutes) to be in charge, and each person follows to the best of his/her ability.

### Push-up Hockey

Two people in push-up position face each other about 5 feet apart. Using a beanbag or ball, try to slide or roll the object between your partners' two hands. The partner may stop it with one hand only. Students may choose to keep score if they would like.

### Relay Races

This is a great way to do strength-training play with larger groups of children. Relay races are a fun way to encourage team spirit and cooperation. Any combination of exercises can be specified in these games. Exercises that will be used are push-ups, pull-ups (or hangs), sit-ups, and mountain climbers.

### Deal or No Deal (MA)

This game is based on the TV show "Deal or No Deal." Provide several envelopes labeled by one type of exercise, such as push-ups, jumping jacks, sit-ups, squats, laps, etc. Inside each envelope are cards with numbers 1-10. The teacher plays the role of "banker" and offers a "deal" to the whole class or a group of students regarding the number of reps the exercise. For example, the teacher might say, "I am prepared to offer the class 7 push-ups, deal or no deal?" If they chose "no deal," the banker opens a different exercise envelope and draws a different number that could be smaller or larger. Students must complete that number of exercises. Then move to next exercise envelope. Continue until all exercises have been done.

### Keep on Jumping

All students have a group designated by one of four colors and a jump rope. There are four different colored areas labeled around the gym. The teacher starts the music, and the students begin jumping rope. Each student gets five chances. A chance is lost every time they have to stop jumping. After five chances, they must go to their colored area in the gym. Whichever team has the most players on the main floor at the end of a designated time period is the winner.

### Heart Power (H)

This game is a tag game using the American Heart Association's motto, "You can have a healthy heart; it's as easy as 1, 2, 3! Eat healthy stuff, move around enough, live tobacco-free." The first round includes taggers representing unhealthy foods to stay away from. If tagged, students must jog in place with a hand over their heart. Two designated students run around to free tagged people by joining hands over them (like "London Bridge") and saying, "Eat healthy stuff." The second round focuses on the "move around enough" slogan by having taggers represent "Couch Potatoes." The third round, aiming for "live tobacco free," has taggers to represent cigarettes that students should stay away from. For assessment, the teacher can have students repeat the three ways to keep a healthy heart.

### Count on Fitness (LA, M)

Begin by creating three sets of index cards with warm-up exercises on them. (jumping jacks, sit-ups, push-ups, crab kicks, etc.) Label one third of the cards requiring students to do 25 of the exercises, one third with 15, and the last with 10. Assign the a certain number of points per card, such as 5 points for 25 sit-ups, 3 points for 15 push-ups, 1 point for 10 crab kicks. Place cards under cones randomly spread through out the gym. Students must get a partner to go to do a cone, do the exercise, and move on to another. The goal is to collect a certain number of points, such as 20, 25, or 30 (depending how long you want the activity to last).

### Muscle Matching Game (H, S)

Divide students into groups of 4-5. Each team has a picture of the back and its muscles on the floor next to them. At the opposite end of the gym are word labels for the muscles, spread out, and face down. Students are to take turns in relay fashion, getting a muscle name and returning to the line to label the appropriate spot on the picture. (deltoid, teres minor, teres major, latissimus dorsi, external oblique, gluteus maximus, palmaris longus, triceps brachii, infraspinatus, trapezius) You can modify the game to benefit different aspects of physical fitness. If you want to work the muscles they are learning, do an exercise that matches each muscle after they place it on the picture.

### Camels and Crabs (S, SS)

Set up a distance of 15-30 feet (depending on age, physical capability, and how far students can go) with buckets on both ends. The students start on one end, where the buckets have various objects in them like beanbags, balls, hacky-sacks, etc. The students have to place the object on their back (like a camel's hump), get into push up position, and "walk" across the gym in this position until they get to the other side and can put the object into the bucket. They can run back to the other side to start again. If the student drops the object, they have to pick it up where they are and keep going. They cannot move forward without balancing the object.

Variations:

Different ball sizes make it more difficult. You can start with beanbags to make it easier, or give the students bigger, rounder balls so that they have to maintain even better form to prevent them from falling off their back. You could also have them do this in the crab walking position.

Interdisciplinary Focus:

Where can you find crabs and where do they live primarily?

Where can you find camels and what country do they live in?

### Tunnel Train (LA, M)

The students will be split up into groups of 5. The students will line up shoulder to shoulder and then get down as if they were doing a push-up but arch their backs to form a bridge. The first person will then crawl under the bridge and become the last link of the bridge, they will then do this until they reach the finish line where the person crawling will become the last part of the bridge. Everyone will be able to crawl under the bridge and everyone will be able to be a part of the bridge. We will start out small distances and then move to greater distances.

Students should show respect to the teacher and towards other students.

Students should demonstrate safety and good behavior while they listen and participate during the allotted time. Students should have fun in learning how to move together as a team.

Interdisciplinary Focus:

What number does our line look like?

What letter does our lines look like?

### Scooter Bring Back

A fun way to work on strength by carrying objects can be included as a station or one component of a strength workout. Materials needed are: 1 scooter for each team of 2, various sized equipment of differing weights. e.g., 50 tennis balls, aerobic steps, car tire, large cones, ping pong balls, any objects will work.

Split your class into groups of two or three. (You can have a lot of groups spread out across the floor.) Each team will have a scooter. Have students use the scooter to travel to the other side of the gym and pick up one of the objects that has been placed there. They will attempt to bring it back. If the object is dropped, they must go back to the place they picked it up and start over. This is why you would want large objects. The students work on muscular strength when carrying the objects, and while they are pushing themselves on the scooter. It's good to have the students talk in their groups, so they have a plan of who will pick up what item. This is a great warm-up, and should only take 5-10 minutes.

Variations: Have students hold the objects straight out in front of their bodies. Ask what fitness component that activity worked on. Have them give other activities that work on muscular strength. Spread the lighter equipment farther from where groups start than the heavy equipment.

Student in a wheelchair could just use his/her chair, and have a buddy help pick up the objects if necessary. Other students (visually impaired) can have a partner talk them through the activity

### Olympic Challenge (SS)

Work on students' fitness levels using the Presidential Fitness Testing Challenge. Students must have some knowledge of skills such as basketball, football, and hockey. The materials needed are scooters, cones, footballs, basketballs, hockey sticks and pucks, jump ropes.

Basketball shot - 1 point for close shots (lay-up, inside the key), then 3 points for medium shots (outside the key), and 5 points for far shots (outside the 3 point line). The shooter has to get their own rebounds, and attempt to score as many points as they can.

Football toss - 1 point for close distance, 3 points for medium distance, and 5 points for long throws that hit a target. Students work with 1 ball and get their own throw after it hits or does not hit a target. Students are given points based on how they placed in each of the events. First place in an event would be 10 points, then 9 then 8 and so on and so on.

Floor hockey shot - 1 point for close distance, 3 points for medium distance, and 5 points for long throws that make a goal. Students work with 1 ball or puck and get their own rebound after each shot on goal. Students are given points based on how they placed in each of the events. First place in an event would be 10 points, then 9 then 8 and so on and so on.

Skeleton – A scooter board obstacle course that students complete while laying on their stomachs on a scooter board. This is a good activity to improve upper body strength. Students are given points based on how they placed in each of

the events. First place in an event would be 10 points, then 9 then 8 and so on and so on.

Bobsledding - With a partner, one student would push another student who is sitting on a scooter board around an obstacle course. Make sure they do this safely.

Variations: Have the students work through the stations with 1-2 stations set up for fitness testing. Students keep their own scores but are observed when performing a fitness test. It's a fun way to fitness test and work in some other fitness concepts and activities at the same time. Each student should be given an index card to record his/her own score.

Students with disabilities can participate in these activities although some stations might need to be modified.

Interdisciplinary Focus: Assign each student a country that participates in the Olympic Games for them to represent. For a homework assignment, have the student find the country's capital and population, then have them draw a flag of the country and write a paragraph about interesting facts about the country to present to the class.

### Pedometer Calorie Counter Game (H)

The purpose of this activity is to get kids to start thinking about the food and calories that they put in their bodies, and how much work it takes to burn those excess calories while building muscle. Students will need to know how to find nutrition information on food labels. They will need to know how to find the serving size and the calories per serving. They will also need to know how to enter their weight into a pedometer and how to read their calorie count on a pedometer.

Start the lesson by reviewing a food label with the kids so that they remember how to find the serving size and the calories per serving. Next, explain that they are going to have the opportunity to pick a food label out of a food that they would like to eat or one that they have eaten or plan to eat that day. Show them how to put their weight into their pedometers. Have a scale out if they would like to weigh to see what their exact weight is, but they can estimate if they don't want to weigh. This can also be done with pedometers that don't have the weight option and we just skip that part and set the pedometer on the calorie count mode.

Once they have entered their weight and set their pedometers on the calorie count mode, they are then free to pick out their label. Once they have their label and have found the information about serving sizes and calories per serving, they are free to pick the activities of their choice and get to work on burning those

calories. The challenge is to try to burn the number of calories in one serving of the food that they chose before class is over. This activity is really eye opening for some students who didn't realize how hard it is to burn calories and the number of calories that some of their favorite foods contain. At the end of the lesson discuss whether or not their choice was a healthy one, and if not, we discuss what foods may have been a better choice. Also, talk about the fact that if we choose to put those extra calories in our bodies, we are going to have to work hard to burn them.

### Geography Fitness Race Track (SS)

Set up a large open area with cones placed in the corners of a square. Post signs that have a list of 7-10 different exercises on the cones, and play high energy music.

Have each student get a partner and go to one of the corners of the square where the exercises are listed. (Limit the number of groups per corner, i.e. no more than 4 groups per corner.) The students need to decide which one will be the *runner* and which will be the *exerciser*.

\*Have all students take their resting heart rate and record that. Then have them estimate and record what they think their heart rate will be when they are done with the activity.

\*When the music starts (or on the teacher's signal) the student who chose running will run around the square while their partner does the first exercise on the list. When the runner gets back to the corner in which he/she started he/she does the first exercise on the list and the partner that was doing the exercise will run around the square. When the second runner gets back to his corner he does the second exercise on the list and the other partner runs, etc. Continue until all exercises on the list have been completed by each partner. After the partners have completed the tasks have them students take their heart rate again and record it. See if they were close to their estimation at the beginning of the activity. Have the students walk around inside the square until their classmates have finished the activity. This is a good time for them to stretch their warmed up muscles on the inside of the track.

Interdisciplinary Focus: Each station is a different country or state. And when the students get to it they must say the name of the capital. At each station you can switch whether you give the country or the capital and have the kids name the opposite one. You do not need to do all of these. Choose 4-5.

- 1.           (pick a country/state)           Push-Ups (modified or regular)
- 2.           (pick a country/state)           Crunches

- 3.     (pick a country/state)     Bell Jumps (Student jumps back and forth side to side over a line or rope)
- 4.     (pick a country/state)     Pumping up a flat bicycle tire with a hand pump
- 5.     (pick a country/state)     Crab Walk
- 6.     (pick a country/state)     Student Choice of one of the other activities for that day
- 7.     (pick a country/state)     Jump roping

### U Can 2 Can Workout + Writing (LA)

Students exercise with 2 canned goods and then donate them to our local food pantry. Have students spread out around the activity area, having enough space so they are not touching each other. Each student should hold 2 canned goods (10-16 oz). Students then perform various exercises to music. For example: arm circles, arm curls, shadow boxing, bench press, butterflies, trunk twists, lat pulls, sit on floor and row the boat (pull bottom across the floor using your heels), etc.

After exercising for several minutes, the students stack their cans in the corner of the gymnasium. At the end of the week, the school donates all of the cans to the local food pantry. Be sure to have extra canned goods on hand for those who forget or who cannot afford to bring their own.

Interdisciplinary Focus: The students write in their classroom journals how they felt about giving the food cans and what meals they think could be made from all the cans.

### Muscle of the Week (S, H)

On the first day during the week, draw a muscle on your body using washable markers. This becomes the "muscle of the week". While warming up, introduce the proper muscle name (ex. tibialis anterior) and practice an exercise that strengthens and/or stretches that muscle (for example, using stretch bands to contract and lengthen the muscle). Throughout the class, emphasize movements and activities which employ the "muscle of the week" and solicit responses from students for additional movements that use the muscle.

**Note:** for muscles not readily displayed, draw the muscle on a t-shirt and /or shorts. We also remember to review the previous week's "muscles" during the following week. A bulletin board display can also be used to further the concept.

Interdisciplinary Focus: During the second class meeting of the week, verbally quiz each class about the name of the muscle, its location, movement and practical functions.

## **Flexibility Activities**

### Twister

The commercial game of “Twister” may be used as a station in circuit training for flexibility.

### Flexibility Exercise Monopoly (LA)

This game may be part of circuit training for flexibility. Place cards of flexibility exercises with directions face down around a square area like a Monopoly board. Students line up. First player rolls the dice and moves the rolled number of spaces around the cards. Then the player flips over the card, reads it, and performs the exercise. Students take turns moving around the board. Exercises might include the following: Butt Kicks, Knee Hug Walk, Side-to-Side Leg Swings, Front to Back Leg Swings, Frankenstein Walk, etc.

### Stretch Monopoly (LA)

This game may be part of circuit training for flexibility. Place cards of flexibility exercises with directions face down around a square area like a Monopoly board. Students line up. First player rolls the dice and moves the rolled number of spaces around the cards. Then the player flips over the card, reads it, and performs the exercise. Students take turns moving around the board. Stretching exercises might include the following: Butterfly, Standing V, Hamstring, Quadriceps, etc.

### Shoebox Sit and Reach

This activity may be part of circuit training for flexibility. Students use a shoebox to stretch as far as they can while sitting on the gym floor.

### Stretching Taffy (or Tootsie Rolls) (H, S)

Give students a piece of cold taffy or a Tootsie Roll. (from refrigerator, if necessary) Ask them to stretch it as far as they can. Then have them move about holding the candy in their hands. After 5 minutes ask them to stretch it again. It should be warm and easier to stretch. Explain the same principle applies for stretching their muscles to warm-up in gym class.

## Stretches

### 1. The "Spinal Twist"

While seated, extend the left leg in front of you. Bend your right leg, placing your right foot on the outside of the left knee. Extend your right arm behind you to support your body. Place the left arm on the outside of the right leg. Slightly twist the torso using your left arm until you feel the stretch in your side. Hold for 10-30 seconds. Stretch the other side.

### 2. Hamstring Stretch

While seated, extend your left leg in front of you. Bend your right leg, placing the bottom of your foot on the inside of the left knee. Place your right hand on top of your left hand. While keeping the lower back straightened, reach toward your left foot. Hold this for 10-30 seconds. During this stretch, keep the foot of the straight leg upright with the ankle and toes relaxed. Repeat for the right leg.

### 3. Calf Stretch

While standing, place your left foot near the wall. Bend forearms and rest them against the wall. Keeping the right foot flat on the floor, move right leg back until you feel the stretch in the calf muscle. Hold an easy stretch for 10-30 seconds. Do not bounce. Stretch the other leg.

### 4. Chest Stretch

Place palm of right hand flat against a wall. Slowly rotate forward until you feel the stretch in your chest. Hold the stretch for 10-30 seconds. Stretch the other side.

### 5. Shoulder Stretch

Extend your left arm in front of your body. Using the left wrist, place the right wrist underneath and pull inward toward your body, while keeping the left arm extended. Hold for 10-30 seconds. Stretch the other side.

### 6. Quadriceps Stretch

Supporting your body with your left arm against a solid object, grab your left toes with right arm. Pull your heel up to your buttocks until you feel the stretch in your thigh. Hold for 10-30 seconds. Stretch the other side.

## 7. Forearm Stretch

Extend your right arm. Using your left hand, pull your finger tips back toward your body until you feel the stretch in your forearm. Hold the stretch for 10-30 seconds. Repeat using the other arm.

## 8. Triceps Stretch

Bend the right arm while placing your fingers in the middle of the back. Using the left arm, pull your right elbow backward until you feel the stretch in the back of your arm. Hold it for 10-30 seconds. Stretch the other side.

## 9. Inner Thigh Stretch

While seated, pull both feet inward toward the body. Grab your feet with your hands, while using the elbows to press downward slightly on the knees. You should feel this stretch in your inner thighs. Hold for 10-30 seconds.

## 10. "Cat" (Back) Stretch

To stretch the upper back, hands and knees should be on the floor. Just as a cat would do, slowly lift your back up toward the ceiling and hold in place for 10-30 seconds.

### Rock, Paper, Scissors Relay (LA)

Everyone begins on one end of a basketball court. Find a student to play the game of rock, paper, and scissors. The winner will advance to the next level and play the other students that advance. The losers stay and play other players that lost to try to advance to next level. Game is over when a player finishes and gets to top level. Can start all over.

Interdisciplinary connection: When students have played and on partner advances to the next level, have all students at the same time spell out their spelling words as they are stretching.

### ABCs with Movement (LA)

Explain how lower case letters stay in between the lines like *a, e, n, m*, etc. Then explain how letters like *t, l, f, h* etc. touch the top of line, and how letters like *j, y*, and *p* touch the bottom. Will begin in a crouching position and begin the alphabet with *a* in a crouching position. The letter *b* will be up so you reach for the stars, and with the letters *p, j*, you touch the ground. Try it a couple of times.

Interdisciplinary: Students will be learning their ABCs while stretching out their bodies, therefore they will be working on aspects of language arts and writing.

## Dribble Dance

Students choose a partner with similar dribbling skill. Students are instructed to create a short dribbling routine with their partner using the dribbling skills previously practiced in class. Each pair is encouraged to be creative and to work cooperatively while creating the routine. Develop some parameters for the routine such as: Include 3 skills, 8 counts (or beats) for each skill and the partners will be stationary. To make the routines harder, you can include a partner relationship such as matching or mirroring. If still more difficulty is needed you could add traveling for part of the routine and the moving relationships of leading and following or meeting and parting. Students who are advanced could add "fancy" dribbling. Students can write down their routine as they practice. Students perform their routines after sufficient practice in front of another pair of students. The viewers can serve to assess the performance by using a checklist. At the end of each routine, I have students who watched say something they liked about the routine.

## Decorating the Christmas Tree (or Decorating the Gym for Winter)

If using a Christmas theme, make ornaments out of various colored paper, large enough to write the activity and the student's name. Use a different color for the different levels of achievement. Make large, paper evergreen trees to tape onto the gym wall. If using a non-religious theme, make various winter decorations, such as snowflakes, penguins, snowmen, etc. The various items could represent different levels of achievement. Tell students that they are going to be working on the fitness components and striving to reach their highest level of achievement, which will be rewarded with a paper ornament or winter decoration. Set up stations around the gym, posting the name of the exercise and the levels of achievement.

Examples:

Jump rope

Level 1 – jump for 1 minute

Level 2 – jump for 2 minutes

Level 3 – jump for 3 minutes

Push-ups

Level 1 – 5 push-ups

Level 2 – 10 push-ups

Level 3 – 15 push-ups

Partial curl ups

Level 1 – 25 partial curl ups

Level 2 – 50 partial curl ups

Level 3 – 75 partial curl ups

Sit to Reach Your Toes

- Level 1 – fingertips reach the toes
- Level 2 – fingers reach 3 inches beyond the toes
- Level 3 – fingers reach 6 inches beyond the toes

#### Rope Climbing

- Level 1 – climb 1/3 the way up
- Level 2 – climb 1/2 way up
- Level 3 – climb to the top

When a student achieves their goal, they receive an ornament (or decoration) with their name on it and what they did to earn it. Then they place it on the tree or wall to show what they have achieved. The day before the winter break, pass them all back to the students so they can take them home.

#### Who Wants To Be a Fitnessaire?

Ask students if they have ever seen the show “Who wants to be a Millionaire?” This activity is similar to that game show in that you have questions and lifelines, but it is called, “Who Wants to Be a Fitnessaire?” After a brief review of the skill of the day or the following fitness components, begin questioning the students. Health-related components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition; Skill related components: reaction time, speed, coordination, power, balance, and agility.

All questions require the student to match an activity to the correct fitness component. If needed, lifelines are available to help the student answer.

Lifelines:

Ask a classmate

50/50 (teacher gives 2 possible answers)

Teacher calls on the student and holds up an activity card and asks, “Which Fitness Component?”

Examples of activities and answers:

V-sit and reach = flexibility

60 second curl ups = muscular strength or muscular endurance

Mile run / walk = cardiovascular endurance

Shuttle run = agility & speed

Standing long jump = power

Blind one leg stand = balance

Crazy 8 dribbling = coordination

Penny catch = reaction time

Pull ups = muscular strength & muscular endurance

Windmills = flexibility

Teacher asks, “Is that your final answer?”

Students are encouraged to use lifelines if they are hesitant on answering. They are given a few seconds to respond. All students are encouraged to listen to every question because if an incorrect answer is given, another student gets the

opportunity to try. When the correct answer is provided, tape the activity card on the board beside the fitness component it matches for all to see. Questions are addressed to students so that all students have an opportunity to answer.

### Geography Golf (SS)

This activity is similar to Frisbee golf. The students will work together to build the golf holes, and they will incorporate their knowledge of states and capitals. Have three/four students get together privately and decide which state they would like to make for their golf hole. They also need to decide what the capital of that state is. After deciding they are to get 8-12 jump ropes, a cone, and a card on which they will write the number of the hole. They are to build that state using the jump ropes as the border of the state, and then they put the cone where the capital should be. (No square states allowed.) Give them 5 minutes to do this. They are not to tell anyone what their state and capital are! (While they are doing this, the teacher can take cones and put up the teeing areas based on where the students are putting together their state. Make some holes longer than others.) Have the students return to you as a group. They are to get a partner, a scorecard, and a Frisbee. Have the students start at any hole they want. They decide who will throw first and then they alternate throwing the Frisbee trying to hit the cone in the state. Tell them they must hit the cone "on the fly." Frisbees can't roll and hit the state. Students throw from where the Frisbee lands and not where it rolls to. The object is to hit the state capital in the least amount of throws. At each hole or tee have the students record number of throws they had on their scorecard. Also, have the students record their guess as to what state and capital for each hole. Tell them to keep their guesses to themselves. Upon completion have the students write their collective score on the board and their guesses at the states and capitals. Have a class discussion about all of this.

### Superhero Fitness

Begin by telling the students how the Superheroes of the Universe have heard how the children on Earth watch too much TV, eat too much junk food and don't get enough exercise. They have decided to save the children by demonstrating how to get more exercise. The Superheroes are Kid Cardio, Mr. Flex and Miss Muscle. Choose 3 students to be the Superheroes. When the game starts, the Superheroes will try to tag the children from Earth in an effort to help them break away from the television. If a student is tagged by Kid Cardio, he/she must do an exercise for cardiovascular fitness before returning to the game. If a student is tagged by Mr. Flex, that student must perform a stretch, and, when a student is tagged by Miss Muscle he/she must do a strength exercise. For younger students, a pre-designated exercise works well, such as jog 2 laps, V-sit Stretch or 5 curl-ups. The older students will be given index cards noting different exercises to perform. When the student gets tagged by Kid Cardio, he/she goes to the teacher to get a pink card, performs the exercise and then returns the card to the teacher. The students will receive a blue card when tagged by Mr. Flex,

and they will receive an orange card when tagged by Miss Muscle. After a few minutes, switch Superheroes and start another round.

### Hokey Pokey Aerobics

You will need a recording of the Hokey Pokey, a CD player, and small dumbbells or dyna-bands. The song movements are altered as follows:

Put your right foot in (lunge forward on the right leg)

Put your right foot out (return to standing position)

Put your right foot in and shake it all about (lunge forward on right leg and lightly bounce up in down in lunge position)

Do the Hokey Pokey and turn yourself about (do jumping jacks while turning in a circle)

That's what it's all about! (clap)

Repeat above but do the opposite for the left leg.

Put your right arm in (extend arm at the elbow)

Put your right arm out (flex arm at the elbow )

Put your right arm in and shake it all about (do bicep curls)

Do the Hokey Pokey and turn yourself about (do vertical jumps while turning in a circle)

That's what it's all about! (clap)

Do the opposite for the left arm.

Put your right elbow in (elbow flexed, forearm parallel to the ground, flex shoulder away from body)

Put your right elbow out (elbow flexed, forearm parallel to the ground, extend shoulder back towards body)

Put your right elbow in and shake it all about (arm in same position, flex and extend shoulder)

Do the Hokey Pokey and turn yourself around (hop on your right foot turning in a circle)

That's what it's all about! (clap)

Do the opposite for the left elbow.

Put your head in (slowly touch chin to chest)

Put your head out (slowly move it back to starting position)

Put your head in and shake it all about (slowly move head side to side)

Do the Hokey Pokey and turn yourself around (jog in place while turning in a circle)

That's what it's all about! (clap)

Put your right hip in (side jump in)

Put your right hip out (side jump out)  
Put your right hip in and shake it all about (jump side to side)  
Do the Hokey Pokey and turn yourself around (march in place while turning in a circle)  
That's what it's all about! (clap)

Do the opposite for the left hip.

Put your whole self in (forward jump in)  
Put your whole self out (backward jump out)  
Put your whole self in and shake it all about (jump in and out)  
Do the Hokey Pokey and turn yourself around (do leg squats)  
That's what it's all about! (clap)

Put your backside in (backward jump in) backwards  
Put your backside out (backward jump out)  
Put your backside in and shake it all about (jump in and out)  
Do the Hokey Pokey and turn yourself around (do pushups)  
That's what it's all about! (clap)

Do the Hokey Pokey, do the Hokey Pokey, do the Hokey Pokey  
That's what it's all about! (clap)

Ending – can do regular ending or have students pick their favorite exercise. End with a partner high five!

### Valentines for the Heart

Buy a box of children's Valentine cards. Before class, write on the inside of the cards fitness activities in the categories of cardiovascular endurance, muscular strength / endurance, and flexibility. For example, 5 push-ups, 10 partners sit ups, etc. As the students enter the activity area tell them you have special Valentines for them from you. Hand the Valentines out to the students. Students read the card, perform the fitness activity safely in the activity area, and then they give another student the card. Continue as long as you like.

## **Body Composition Activities**

### Food Guide Pyramid (H)

Students will get into groups of 5 or 6. Each table will receive a blank food pyramid. Each concept of the pyramid will be scattered throughout the room (in paper form), and it is up to the members of the group to fulfill each serving requirement by selecting cut outs and gluing them onto the poster. Each group will present their poster when they are finished.

### Spongy Hydration (H, S)

Begin class by explaining what hydration means and why it is important to our bodies. (For example: "It helps keep you cooler in the summer," or "You might not feel as tired if you drink enough water." Tell the students that our bodies are made mostly of water, and they work best when they have lots of water. Give the students dry sponges and let them try to clean their desks with them. The sponges will not work very well without water--and neither do our bodies. Next, completely saturate the sponges and let the students wipe their desks. The students should see that the hydrated sponges work great--just like our hydrated bodies. However, the sponges will lose water over time and not work as well. This is similar to how our bodies sweat and lose water as we work. The students should see the connection. For sponges and our bodies to function best again, water has to be replaced. Secondly, have students scatter seeds on a dry sponge and scatter seeds on a wet sponge, sitting in a small plate to which water can be added. When the seeds sprout, a better connection will be made to water being necessary to "life" and connected to previous descriptions about how our body works with water.

### Student Tracker (MA, S)

After learning about body composition and body mass index (BMI), students complete a worksheet during the school week as follows:

Weight: \_\_\_\_\_ Height: \_\_\_\_\_

Body Mass Index (BMI) \_\_\_\_\_

Day 1:

Type of exercise: \_\_\_\_\_

Time spent exercising: \_\_\_\_\_

Day 2:

Type of exercise: \_\_\_\_\_

Time spent exercising: \_\_\_\_\_

Day 3:

Type of exercise: \_\_\_\_\_

Time spent exercising: \_\_\_\_\_

Day 4:

Type of exercise: \_\_\_\_\_

Time spent exercising: \_\_\_\_\_

Day 5:

Type of exercise: \_\_\_\_\_

Time spent exercising: \_\_\_\_\_

### Arial Football

Divide students into 2 or more teams with no more than 10 students on a team. Playing area is the size of a basketball court or football field. For the kickoff, one player will throw (not kick) to the other team. Players continually pass the ball to another teammate trying to score in the allotted area. There is no rushing. Students must stop when they catch the ball then throw immediately. If pass is missed or dropped, it is an automatic turnover. Fouls are any unnecessary rough play.

### Ultimate Frisbee

Divide students into 2 or more teams with no more than 12 students on a team. Both teams line up in front of their end zone line. Each time the offense completes a pass in the defense's end zone, a point is scored. The disc may be advanced in any direction by completing a pass to a teammate. Players may not run with the disc. The person with the disc, "thrower," has 10 seconds to throw the disc. The defender guarding the thrower, "marker," counts out the stall count. When a pass is not completed, the defense immediately takes possession of the disc and becomes the offense. Fouls are any unnecessary rough play.

### Food Group Relay (H)

Divide students into 6 or more teams with no more than 3 students on a team. Students will be racing to find certain picture cards around the gym, consisting of food items of vegetables, fruits, meats, whole wheats, dairy, and fats, to fill a food pyramid. Even when one team wins, every team must still complete their pyramid.

### Beanbag Fitness Fun (MU)

Have the beanbags scattered throughout the room so when the students walk in they can go immediately to a beanbag and sit. Let the students know that every time they are asked to stop the beanbag is to be placed on the floor in front of them and hands off. Have students sit with their knees bent and feet flat on the floor. On your signal (mine is music for starting and stopping) the students will move the beanbag under their legs and around their bottom. Have them do this for about a minute or so then stop. Now repeat using the following:

- Move the beanbag around just the knees.
- Around one leg lifted high
- Now the other leg
- Both legs lifted up

- Lift one leg then the other leg passing the beanbag around the legs one at a time in a figure 8 pattern

On your signal the students will move the beanbag around their ankles for a while and then stop. Repeat moving the beanbag around:

- Knees
- Waist
- Head
- Straddled legs in a figure 8 pattern around the legs
- On one leg
- Around one foot
- Alternating legs in a figure 8 pattern around the legs (similar to a marching step)
- Straight leg lifts alternating legs
- Etc.

After they have done each of the above have them stand and place their beanbags on the floor in front of them. When the music starts you will call out a body part for them to move the beanbag around. Every few seconds call out a different body part. Change often. You can even add parts like the ears, nose, neck, etc. Do this for about the length of one song.

### Body Composition Tag (S)

Equipment includes 2 cones to post signs, two marked off areas for safe zones, scarves or some type of identification for fat cells to hand off once tagged by someone else. Have 2-3 fat cells that are the taggers (they hold the scarves to identify that they are "it"). Everyone else is lean body tissue. There are two areas located in the gym that are safe zones. They are identified as nutrition and rest. The lean body tissues can use these safe zones to prevent getting tagged. There can only be 2 people per safe zone, and they can stay for 15 seconds or less. The students who enter the nutrition zone have to name a nutritional food (to the teacher) to be able to stay in for the full 15 seconds. If they do not name a nutritional food, they must leave the safe zone immediately. The objective is for the fat cells to tag lean body tissue. If a fat cell tags a lean body tissue then the lean body tissue becomes a fat cell and the fat cell becomes lean body tissue. When the fat cells tag a lean body tissue, they give the new fat cell their scarf. Remember, good body composition contains three traits: physically active, nutritional food and right amount of rest. Increase/decrease the number of fats cells, depending on the class size. Increase/decrease the amount of time allowed in the safe zone. Try to keep the entire class active and moving!

### Veggie Tag (H)

You will need 3-4 pictures of vegetables on a yarn necklace and 3-4 pictures of junk food on a yarn necklace. Have a quick discussion about making good food choices and what they are. Show students a few of the pictures and ask them if it is a healthy choice. Examples; apples, green beans, etc. Choose 3 or 4 students to be the vegetables and 3 or 4 students to be the junk food. If tagged by junk food, then the student is out of energy and has to stay frozen waiting for a vegetable to tag you to get you back in the game. Choose new vegetables and junk food every 3-4 minutes.

### Simon Says for Food Groups (H)

This lesson is designed for 25 students. Introduce or review the Five Food Groups. Discuss briefly with the students that it is important to make good food choices along with exercise to keep their bodies healthy.

Materials needed include:

- 5 pictures of milk on a ribbon necklace.
- 5 pictures of meat (steak) on a ribbon necklace
- 5 pictures of vegetables (peas) on a ribbon necklace
- 5 pictures of fruit (apple) on a ribbon necklace.
- 5 pictures of grain (bread) on a ribbon necklace.

Give each student a ribbon with one of the pictures on it to wear. Make sure they know what food group they are in. (milk, meat, vegetables, fruit or grain) (Have students spread out.

Play "Simon Says." Use movements and directions such as Simon Says;

- All milk group clap your hands
- If you're not a meat group, march in place.
- If you're in the grain group, twirl around three times.
- If you're in the fruit group do 5 jumping jacks.

### Pathogen Attack (S)

You will need 8-10 small foam balls (or you may use tennis balls) and 2 jerseys (pinnies). Choose 2 students to represent the 2 white blood cells. Have these children wear the pinnie or jersey. Choose 2 students to represent the 2 pathogens. Have each of the pathogens hold one "small" foam ball. Explain to your class what pathogens and white blood cells are. A pathogen is a disease-causing agent that may cause someone to feel sick. A pathogen cannot be seen without a microscope, and that is why we will be using small objects to identify who the pathogens are today. On your signal the pathogens will try to touch as many students as they can with their small object. Once a student is tagged, they must stop and freeze and yell for a white blood cell to rescue them. Once they are touched by a white blood cell they become unfrozen.

When your students become successful, you will want to stop the game and choose 2 more students to represent a pathogen. Ask your students if they think that the 2 white blood cells are going to have a more difficult job or if their job will be easier now that there are more pathogens than there are white blood cells.

Continue this process until you have approximately 8-10 pathogens and only 2 white blood cells chasing the rest of the students. When students are able to visualize more pathogens attacking the human body system the harder the white blood cells will have to work.

### Steps to Fitness (with pedometers) (MA)

This simple activity is just another way to use pedometers to motivate students to move, as well as promote the concept that movement is what's important for health, not the game score. As groups or teams participate in game situations, for example mini-soccer games (2 v 2), they wear their pedometers. Allow the students to play for a set amount of time. When time is up, instead of counting goals scored, individuals write their number of steps on a personal chart.

For individual assessment purposes, approximately 600 steps = 1/4 mile, 1200 steps = 1/2 mile, 1800 steps = 3/4, or 2400 steps = one mile. Students will then be able to add their steps over several days or compare a set amount of time in soccer to the same amount of time in a tag game. Students can make judgments about the quality of different activities in promoting fitness.

### Heart Power (H)

This tag game is used to reinforce three important ways to keep your heart healthy. The American Heart Association has a motto for having a healthy heart. It is: "You can have a healthy heart, it's as easy as 1,2,3! Eat healthy stuff, move around enough, live tobacco-free."

The first discussion revolves around eating healthy foods. The taggers are the unhealthy foods that one wants to stay away from. If tagged, the student jogs in place with his/her hand over the heart. Two persons running around join hands over the tagged person. (i.e. like playing "London Bridge") They say, "Eat healthy stuff." After this process, the tagged person is now free.

The second round is played focusing on the theme of "move around enough." Discussion takes place about how important exercise is for the heart. The taggers represent "Couch Potatoes." During this round the students unfreezing the child jogging in place, join hands and say, "Move around enough."

In the third round the class discusses living tobacco-free. The taggers represent tobacco that one should stay away from. The children unfreezing the tagged students say, "Live tobacco free."

### Fitness Relay (MA)

You will need 1 die per relay team (every 4-5 students) and 1 deck of playing cards. The purpose of this activity is to get students involved in various activities that utilize both aerobic and anaerobic exercises. Students will form relay teams of 4-5 students per team. The first student in each line will run to where the die is placed. The student will roll the die two times and add up the total. The numbers added up equals the number of pushups the student will have to perform. The students must then hop farther down to where several playing cards are placed and flip over a playing card. The number on the card determines the amount of sit-ups the student must then perform. After the sit-ups are complete, the student must run back and tag the next player in line. The relay continues until the last player has completed it and all of the students are sitting down.

### Hungry Crabs

You will need 50 beanbags (depending on class size), 4 hula-hoops (all different colors), cones (to mark boundaries). Prior to the activity set up a large area (depending on the number of students) with boundaries marked by cones. Scatter the beanbags throughout the designated area. Place one hula-hoop on the outside of each edge of the boundaries.

Divide the students into four groups and place each group at one of the four hula-hoops. Explain to the students that the area inside the cones is the "ocean" and the beanbags are "crab food." Explain that the hula-hoop is their team hula hoop and is where they are going to place the beanbags that they collect.

The students are going to crab walk inside the boundaries and collect the beanbags. They are only allowed to get one beanbag at a time. Once they get a beanbag, they place it on their stomach and crab walk to their team's hula hoop. They place the beanbag in the hula-hoop and go back to get another beanbag. Each team is trying to collect the most beanbags either before time runs out or all the beanbags are gone.

### Couch Potato (H)

Discuss with your students: "What is a couch potato?" "Do you think a couch potato is healthy?" Most likely you will receive answers like: "A couch potato is lazy, does not exercise and eats junk food like potato chips." Introduce the concept of being healthy and how we don't want to be a couch potato. "How can we keep from being a couch potato?" Answers: get exercise, keep moving, eat healthy stuff.

Choose five or six people to be "it" (A remote control is used to freeze others into couch potatoes). Identify them using a pretend remote or other identifying pieces

of equipment (pinnie, beanbag, rubber critter). Number of "its" will vary depending upon your class size.

Designate an area using cones or a mat as the couch where couch potatoes go, and another area where the refrigerator is, in which pretend fruits and vegetables have been placed. Fruits and vegetables can include laminated pictures of fruits and vegetables or plastic ones you can buy. Be creative! Designate playing boundaries: usually the black line around the gym and remind students to move safely in the open space, staying inside the boundaries and using soft tags.

Using various locomotor movements, students travel around the playing area. If a student is tagged by the "remote control," (s)he moves to the couch where (s)he sits down, stretches out with legs crossed pretending to be lazy and watches TV.

To re-enter the game another student retrieves a fruit or vegetable from the "fridge," brings it to a couch potato and tells her/him to "get off the couch!" The couch potato needs to prove that (s)he is not a couch potato by performing a designated body reward while the helper counts (for example: five good push-ups or 10 crunches).

The helper sees that (s)he deserves the fruit or vegetable and hands it to her/him. The couch potato pretends to eat the healthy snack, returns it to the refrigerator and then re-enters the game. Change taggers periodically.