

Websites used by Students for Fit Kit Projects

Dr. Kathleen Price and Dr. Marilyn Eisenwine - Angelo State University
Presented at TAHPERD on November 29, 2007

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

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/>

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

Fun Push Ups – lesson for muscular strength and endurance

<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=16>

Stretching Taffy (or Tootsie Rolls) – for flexibility

<http://pecentral.com/lessonideas/ViewLesson.asp?ID=1077>

Fit Kits

Student Kinesiology Project Activity Descriptions
Dr. Kathleen Price & Dr. Marilyn Eisenwine - Angelo State University
Presented at TAPERD on November 29, 2007

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

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 numbers 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.

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.

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.

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.