

PE IS MORE THAN DUCK, DUCK, GOOSE

Solving Fitness Mysteries!

"Solving Fitness Mysteries" is a collection of activities that designed to motivate, challenge, and get students excited about fitness. Students will learn the F.I.T.T. principle and to address the difference between health-related and skill related fitness components. Overall, the activities are camouflaged while addressing the needs of all levels of fitness.

The goals of teaching fitness to children are to help them acquire the skills, knowledge, and attitudes that lead to a lifetime of physical activity. It is a long term process of education about the physical fitness and the importance of regular physical activity. Students should be able to self-analysis their level of fitness, develop fitness plans, and to self-motivate to remain active for a lifetime.

Fitness assessments should not be used as to evaluate teacher effectiveness or for determining grades for students.

THE FOUR PART LESSON FORMAT:

1. Instant activity
 - A. Instant activity – 2-5 minutes
 - B. Gross movement usually locomotor movement based
 - C. Can be used to establish anticipatory set or review previously learned skills
2. Fitness activity (health related fitness)
 - A. Fitness activities – 6-10 minutes
 - B. Activities that cultivate health-related fitness and activity habits
3. Skill development and lesson focus
 - A. Lesson focus – 15-20 minutes
 - B. Repetition and refinement of physical skills (Critical elements)
 - C. Instructional cues, sequential, and success oriented, at the heart of this component
 - D. Lesson activity highly enjoyable activity that stress and reinforce skills that were practiced applying them to a game like activity.
4. Closure, Assessment, and Debriefing
 - A. Wrap up – 2-5 minutes
 - B. Question and answer, game performance, instructions of the next lesson

Outline

Introduction	
Pursuit Tag	CV
Push up Dance	MS
Glut Scottin' Boogie	MS
Spot Remover	all around
Fitness grab bag	all around/camouflage
Topsey Turvey	all around/camouflage
Closure	

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Pursuit Tag

Suggested grade level: 2nd and up need at least 10 players

Equipment: Cones, tape, or lines to indicate lanes for walking, skipping, dribbling, etc.

Objective: Avoid being tagged from behind and chasing the person in front of you.

Description: Everyone begins by walking in the outside lane (track). Each person is trying to tag the person in front of them. If the person is tagged they are to move into the next lane or track. When they move to the inside circle they perform a designated exercise (pushups, sit ups, motor skill basketball dribble, juggle, etc.) then they begin again in the outer most lane. After a few minutes change locomotor movement or add a ball to dribble.

SPOT REMOVER

Suggested grade level: All grade levels, with children that cannot read provide pictures of the activities

Equipment: fitness spots or plain spots and tape exercise/activities to the underside of the activity

Directions: The teacher will split the group into two equal teams. Each team will line up on either side of a playing area. In the center of the playing area, spread out near the midline 20-50 poly spots. When the activity begins, the students from both teams will move into the playing area and try to remove/collect poly spots and place them on their team's side. To remove poly spots, the students will put a hand or foot on a spot and complete a fitness task.

Teaching Tips:

1. Students from each team who are playing must face the opposing team when attempting to collect a poly spot. This will keep players from confusing the other team when trying to collect spots.
2. The teacher will designate the fitness activity based on student's grade/ability levels.
3. The teacher should change the muscle group focus of the fitness activity when students are showing fatigue.
4. Discuss with students which body parts/muscle groups are being used to play the game.

Adaptations:

1. To make the game more interesting, allow players from each team to collect spots from the other team's side. Players can perform the fitness task to collect a spot from the other team's side. When such a spot is collected, it will be returned to the middle of the playing area so that it can be re-collected by any team.
2. Add locomotor movements to the activity by having players travel different ways across the playing area to collect spots (gallop, skip, leap, side slide, etc.).

TOPSY-TURVY

Suggested grade level: All grade levels, if the student cannot read provide pictures of the activities

Equipment: Game cards and tops from a discount store

Directions: Divide the players into 2's or 3's. One player starts as the "spinner" and spins the top. His/her partner must perform an activity for as long as the top spins. Spinner can hold in a stretch position while the top is spinning. Switch roles. Some suggested activities: any jumping pattern; push-ups, jogging laps, dribbling a ball, balloon taps; roman salutes, mountain climbers; etc...

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Sample activities that may be done individually or with partner(s):

Spin top and:

- Do sit-ups until it stops
- Do pushups until it stops
- Do jumping jacks until it stops
- Hold a stretch until it stops
- Jog around it until it stops
- Dribble a ball until it stops
- Hold a balance until it stops
- Toss and catch a ball until it stops
- Hop on 1 foot until it stops
- Line jumps until it stops

Can You? Individually or as a group....

- Touch the middle of all four walls before the top stops
- Skip around the perimeter of the room before the tops stops
- Touch all four corners using a different locomotor skills to each corner
- Shake hands with 20 people
- Travel forward, backward, sideways touching each door
- Circle ten different people
- Do 10 pushups, 10 sit ups, 10 jumping jacks

Bouncing Ball Activities

- Dribble the ball with your favorite hand
- Dribble the ball with your other hand
- Dribble the ball switching hands
- Dribble the ball at different levels
- Dribble the ball while jogging
- Dribble the ball around your body
- Dribble around each foot
- Dribble around both feet
- Dribble the length of the court

Balloon Skill Activities

- Keep the balloon up in the air with your hands
- Tap the balloon between your hands
- Tap the balloon with your ten fingers
- Keep your balloon up using your head
- Kick the balloon up in the air
- Toss the balloon up and bump up and catch it
- Keep the balloon up using different body parts on each hit
- Hit the balloon up and do pushups or curl-ups until it comes down

Fitness Grab Bag

Suggested grade level: 1st and up

Equipment: dominos (I am using rubber ducks) and "grocery" list of exercises)

Directions: Write letters on dominoes. Place the dominoes in a bag or bucket. Divide the class into smaller groups of 2-3. Create a "grocery list" of fitness activities, assigning a fitness activity to each letter of the alphabet.

On the "go" signal", one player from each group runs to the bucket, pulls out one domino and then runs back to his/her group's home base. After checking the letter on the "grocery list" (indicating which activity the group performs), the group totals up the number of dots on the domino. The total of number of dots indicates how many of the fitness activity to perform. After the group performs the activity, the group sends out a player for another domino. At the end of the time limit, each group totals their points.

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Glut Scoot Boogie (never underestimate the creative powers of your students!) Thank you for sharing B. Hooper

Music: "Boot Scoot Boogie" Brooks and Dunn

Starting position: students in crab position

- Move to the L 3 counts and extend leg in air on 4th count,
- Move to the R 3 counts and extend leg in air on 4th count,
- Step kick, step kick, moves hips side to side 3 x's, then sit (leaning back some)
- Slap floor with both hands 2x's, overhead 2 x's, repeat
- Scoot on gluts 3x's and then push up to crab position on the last count*****
- Continue to repeat dance

****Substitute "glut spins," "glut bounces," etc. Once again, let students add their creation.

Push Up Routine



Purpose of Activity: Push-ups are one component of most fitness tests and the only way to improve scores is to use activities to improve upper body strength. The purpose of this activity is for students to improve upper body strength (push-ups). Can be used as part of a strength warm-up or as a fitness station.

Prerequisites: The students should be able to hold a push-up position for at least 30 seconds.

Suggested Grade Level: 5-12

Materials Needed: If used as a station, a print out of the directions is helpful. Music with strong four count beat.

Station card suggestions

- Shake hands (right hand)
- Shake hands (left hand)
- High five (right hand)
- High five (left hand)
- Pat the floor with right hand
- Pat the floor with left hand
- Lift right foot
- Lift left foot

Let them practice some of these and encourage them to create their own movements. Have students make a routine with their partners.

Variations:

Use groups of 3 or 4 to create different routines.

Offer props such as small balls (tennis sized foam balls for example) to use as part of the routine.

Equipment: USGames.com Kurt.Stone@usgames.com

Favorite websites:

www.pecentral.org

www.PELINKS4U.org

www.shape.org

www.wordle.net

www.gonoodle.com

American Heart Association Jump and Hoops for Heart

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PUSH UP CHALLENGE

Push up challenge list is written in a general progression of increasing intensity.

- Wall push ups
- “Mississippi” count push-up
- Hands back and forth over a line
- Sailor salutes
- Pass object back and forth between hands
- Wave hello, switching hands
- Alternately raise feet
- Stack the beanbags (or rocks) in a bucket while in a plank position
- Inchworm push-up (walk hands out and in)
- Balance object on your back push-up
- Bent knee push-ups or modified
- 4 count push-up (2 down - 2 up)
- Wide leg push-up
- Spiderman push up (alternate bring knee to elbow)
- Narrow hands push-up
- Wide hands push-up
- One foot on top of the other push-up
- One handed push-up
- Elevate feet push-up
- Clap push-up

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Physical Fitness is made up of components:

Health-Related

Body Composition - percentages of muscle, fat, bone and other tissue that makes up the body.

Cardiovascular Endurance - involves the ability of the heart and lungs to supply oxygen to the working muscles for an extended period.

Flexibility - a person's range of movement at a given joint.

Muscular Endurance - combination of strength and endurance, the ability of the muscle to perform continued contractions.

Muscular Strength - the ability of the muscle or muscle group to exert force.

Skill Related

Agility - the ability to change direction swiftly, easily and under good control.

Balance - the ability to maintain bodily equilibrium.

Coordination - an organized working muscles and groups of muscles aimed at bringing about a purposeful movement such as walking or standing.

Power - implies using strength to apply force for effective movement.

Reaction Time - the time it takes for a person to respond.

Speed - the ability to move quickly, it is a necessary skill for many physical activities.

These can be achieved through changes in:

Frequency - how often a person engages in exercise activity.

Intensity - refers to how hard a person exercises within a given exercise period. Intensity depends on the fitness goals of the exerciser and the type of training method being used.

Time - the amount of time a person participates in an exercise session.

Type - pick an exercise you enjoy! You may choose different activities to keep your workout interesting. Different activities will also work on different goals you are trying to accomplish.

Is developed by using the principles of:

Specificity - specificity of training: the development of muscle strength and endurance, as well as cardiovascular endurance, that is specific to a muscle group that is exercised and the training intensity.

Overload - stressing the body on parts on parts of the body to levels above what is normally experienced.

Progression - is how overload should take place. An increase in the level of exercise, whether it is to run farther or add more resistance, must be done in a progression.