

AEROBIC TIC TAC TOE

STUDENT TARGETS

- ✓ **Skill:** I will move safely from the starting cone to the game grid.
- ✓ **Cognitive:** I will identify and discuss activity-related stress management strategies.
- ✓ **Fitness:** I will stay active at a pace that will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will use positive communication and encouraging language with my teammates.

TEACHING CUES

- ✓ Stay Alert While Moving
- ✓ Encourage Others
- ✓ Have Fun

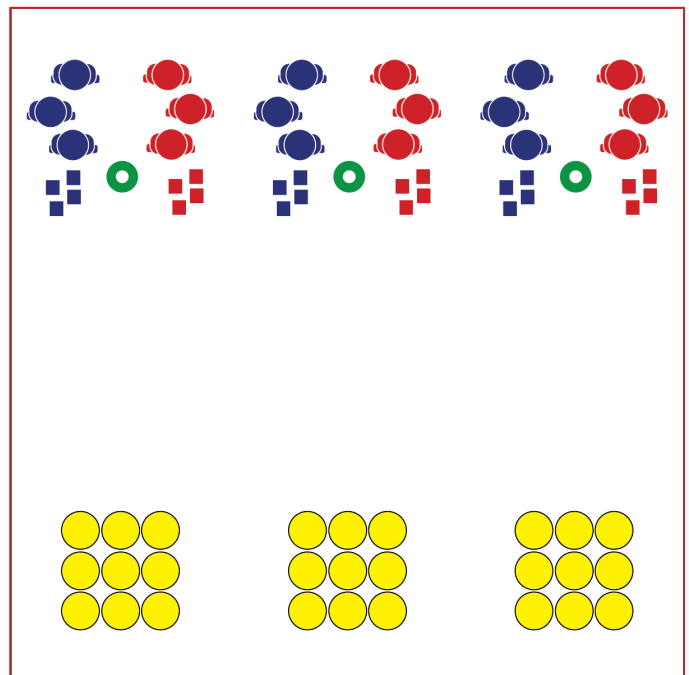
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 9 spot markers per 2 teams of students
- ✓ 4 beanbags of a matching color per team
- ✓ 1 low profile cone per 2 teams
- ✓ Heart rate zone chart
- ✓ Heart rate monitors (HRMs)

Set-Up:

1. For each team, place 1 set of 9 spot markers in a 3X3 grid on one end of the activity area.
2. Place 1 low profile cone 10 yards (or more) from the spots as a starting line.
3. Organize 2 teams of 2-4 students at each cone. Each team has a set of 4 bean bags of a matching color, but different than their opponent.
4. Display heart rate zone chart.
5. Distribute HRMs according to class routine.



Activity Procedures:

1. Today's fitness warm-up is called Aerobic Tic-Tac-Toe. The object of the game is for your team use your bean bags to create tic-tac-toe and win the game.
2. On the start signal, the first player on each team will sprint to the game grid and place a bean bag on a spot marker. As soon as the first player returns and gives the second player a high-5, the second player runs with another bean bag and places it strategically on the game grid. Both teams continue in this way until all 8 bean bags are placed on the game grid.
3. After all bean bags are in play, the following players can sprint to the game grid and strategically move 1 bean bag at a time until a team wins, or until you hear the stop signal.
4. If a game is complete before the stop signal sounds, clear the game grid and start a new game.

Grade Level Progression:

L1: Play the game without HRMs. After teaching HRM usage and heart rate concepts, require students to be in their target zones in order to move to the board and make a strategic play. This will require players waiting in line to remain active.

L2: Play the game as a royal court tournament. Teams that win move up, and teams that lose move down. Teams waiting must complete team workouts until the next game grid is available.



AEROBIC TIC TAC TOE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Modify the pace/distance/dimensions of the game to match student abilities.
- ✓ Allow students to move to the game grid in pairs. This will allow students requiring assistance to fully participate.

ACADEMIC
LANGUAGE

Target Heart Rate, Heart Rate Zone, Pace, Stress Management, Encouragement

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 3 [H14.L1]** Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (L1).
- ✓ **Standard 3 [H10.L1-L2]** Calculates target heart rate and applies HR information to personal fitness plan (L1); Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity (L2).
- ✓ **Standard 4 [H3.L1-L2]** Uses communication skills and strategies that promote team/group dynamics (L1); Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting (L2).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is aerobic exercise?
- ✓ **DOK 2:** How would you summarize the importance of aerobic exercise as it relates stress management?
- ✓ **DOK 3:** How would you describe the physiological response the body has to aerobic exercise as it relates to stress management?
- ✓ **DOK 4:** Let's design a stress management plan that includes a physical activity routine that you enjoy. We'll identify potentially stressful times (e.g., testing time) in which you could use this plan.

TEACHING
STRATEGY
FOCUS

Help students process content: Aerobic Tic Tac Toe is an engaging and vigorous physical activity that students enjoy. Oftentimes, it sets a very positive tone for a class and provides an opportunity to talk about positive feelings and the emotional benefits of being physically active with friends. Use the questions above as a starting point for rich, student-centered discussion. Allow students to talk freely about their experience, transfer their thinking to past activity events, and process the connection between physical activity and good mental and emotional health.