

## REGIONAL HEART CHALLENGE

### STUDENT TARGETS

- **Skill:** I will demonstrate components of health- and skill-related fitness while traveling through the course.
- **Cognitive:** I will discuss the differences and similarities between health- and skill-related fitness.
- **Fitness:** I will find my pulse after each challenge and calculate my heart rate.
- **Personal & Social Responsibility:** I will use positive language and encouraging words with my partners.

### TEACHING CUES

- Focus on the Challenge
- Try Your Best
- Be Heart Healthy

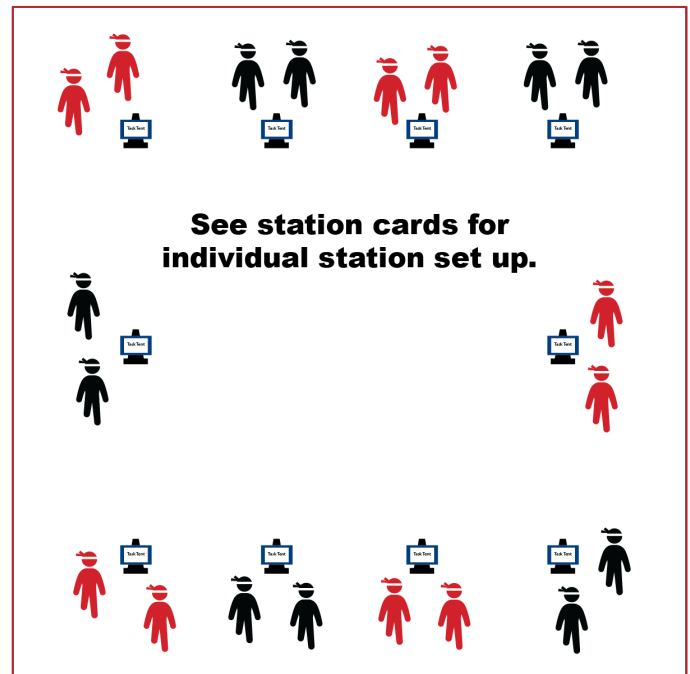
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 10 station cards (choose regional-level cards)
- 10 tall cones
- 10 task tents
- 10 timers/stopwatches
- 24 low-profile cones
- See station cards for equipment needs
- Station music and music player

#### Set-Up:

1. Use low profile cones to create 10 grids (your number may vary based on the size of your class and the activity area).
2. Use task tents to set station cards on tall cones in each grid.
3. Set up each station according to its station card.
4. Create groups of 2–4 students, each group at a different station.



#### Activity Procedures:

1. Today we will continue training to be a Ninja Warrior. We'll complete each challenge for 3 (or 4) minutes. Today we will consider all components of health- and skill-related fitness.
2. Teacher: Talk through and/or demonstrate each challenge. Emphasize expectations at each challenge station and the importance of working independently with a group/partner.
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.

**3<sup>rd</sup>–4<sup>th</sup>:** Complete the challenges as written on the task cards.

**5<sup>th</sup>:** Time students as they complete the station task as written on the task card. Identify the component of fitness you're trying to improve, and describe how you feel about their progress at each station.

**REGIONAL HEART CHALLENGE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Develop modifications to meet your students’ needs. Adapt the equipment or level of complexity of each challenge station.
- Have the students develop their own stations using the equipment after they’ve completed the beginner challenge stations.

ACADEMIC  
LANGUAGE

Agility, Challenge, Cooperate, Encouragement, Grit, Health-Related Fitness, Level, Pathway, Respect, Skill-Related Fitness, Traverse, Weight Transfer

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF  
QUESTIONS

- **DOK 1:** Choose 1 component of skill-related fitness and do your best to describe it. Do the same for health-related fitness.
- **DOK 2:** What are the similarities and differences between health- and skill-related fitness?
- **DOK 3:** How do you apply skill-related fitness in your everyday life? How do you apply health-related fitness?
- **DOK 1:** How can you recognize words that are encouraging?
- **DOK 2:** What do you notice about your partners when you give them encouragement?
- **DOK 3:** How is encouragement related to cooperation?

TEACHING  
STRATEGY  
FOCUS

**Help students practice skills, strategies, and processes:** Encouraging others as we try to help them improve is a skill and strategy that students will tap into as they develop leadership skills throughout their academic and professional journeys. For some, encouraging language comes easy and is natural. For others who may not often hear encouraging language, teachers and peers can provide powerful examples of positivity and encouragement.