Skillz Cardz – Fitness Task Card ideas

30 Second Fitness Challenge (traditional): The students start in an open space and the teacher explains several fitness challenges for the students to do in 30 seconds (usually 4). After briefly explaining all the challenges the teacher says “GO!” The teacher encourages students throughout the challenge and lets them know when the 30 seconds is up and it’s time to move on to the next challenge. There is no time between each challenge so the students get their heart rate up and work on their muscular endurance. Remember that depending on age-level, the students will need verbal and visual reminders of the activities. When introducing the concept, choose three or four simple challenges to try. Below is a sample introductory 30-second Fitness Challenge.

Jumping Jacks, Knee Curl-ups (students lay on back with knees bend 90 degrees and hands on thighs, using abdominals, students will curl-up so that the palms of the hand touch the tops of the knees), Cross-Crawls (opposite knees touch opposite elbows), and Push-up Shoulder Taps (in plank position, students will balance on one hand while touching the opposite shoulder with the non-balancing hand, REPEAT).

30 Second Fitness Challenge with Task Cards: Students will collect a single task card from the center of the playing area and find an open space. When the music begins, the students will perform their activity for 30 seconds. When the music pauses for a 10 second interval, the students will need to exchange cards with a friend or the pile in the center of the playing area. If choosing the center of the playing area, make sure to place the used card upside down. When the music begins again, the students will perform their new task. This activity can continue for as long as the teacher designates (2-5 minutes is recommended).

Making Connections: Components of Fitness - The teacher can use the task cards to assess student understanding of the components of fitness (excluding body composition). The teacher will place a sign in each corner of the space with the name of each of the other four remaining components of fitness (muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance). When the student completes a designated number of the task on a card (i.e. – 10-12 repetitions), he/she will place the card next to the matching component of fitness. This will continue until all the cards have been placed near a sign. FitnessGram – Using the same concept, students will place the fitness cards next to the FitnessGram test sign that the activity will help improve.

Plastic Bag Activities

Bag Tag (from Jim Deline)
Equipment: One or two plastic shopping bags per student
Skills: Dodging, Fleeing, Locomotor Patterns
Organization: Random (everyone must remain inside the boundaries)
Activity: Each student will get one bag. The bag will be folded/flatten so that it is straight from handles to the bottom of the bag (see photos). The bag will be tucked into the student’s pants like they were tucking in a shirt. Most of the bag should be visible and it must be tucked in on the side of the body near the hip. If the student is wearing a long shirt, they should tuck the shirt in where the bag is located for safety reasons. When the game begins, all students will try to pull off other players bags while avoiding having their bags taken. If a bag is pulled out, it will be dropped on the floor and play will continue. The person who had the bag pulled will pick it up and move to outland (somewhere outside the playing area). Once in outland, the student will perform a physical activity that has been designated by the teacher before they may rejoin the game.
Adaptations/Tips:
1) Have each participant start with two bags, as long as one bag is still tucked in, the player is in the game
2) Have the students travel using different locomotor patterns while playing a round
3) Remind students that they may NOT hold their own bag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent's clothing

Never-Ending Bag Tag (from FAHPERDS 2009)
Equipment: One or two plastic shopping bags per student
Skills: Dodging, Fleeing, Locomotor Patterns
**Organization:** Random (everyone must remain inside the boundaries)

**Activity:** Each student will get one bag or two bags to start. The bag will be folded/flattened so that it is straight from handles to the bottom of the bag (see photos). The bag will be tucked into the student’s pants like they were tucking in a shirt. Most of the bag should be visible and it must be tucked in on the side of the body near the hip. If the student is wearing a long shirt, they should tuck the shirt in where the bag is located for safety reasons. When the game begins, all students will try to pull off other players bags while avoiding having their bags taken. If a bag is pulled out, it will be kept, placed in the waist band and play will continue. Students will attempt to collect as many bags as possible while avoiding having any of the bags taken. During this game, no player is eliminated

**Adaptations/Tips:**
1) Have the students travel using different locomotor patterns while playing a round
2) Remind students that they may NOT hold their own bag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent’s clothing
3) Only bags that are tucked in at the end of the round will count towards the player’s final score

### 1-on-1 Bag Tag

**Equipment:** 2 plastic shopping bags for each student,

**Skills:** Dodging, Fleeing, Locomotor Patterns

**Organization:** Two partners will face one another in an open space.

**Activity:** Each student will need a partner for this activity. Each partner will have two bags (one for each hip). Remember the tips provided in the previous description. When the music starts, the partners will attempt to be the first person to pull both of the opponent’s flags. If successful, the winner will receive one point

**Adaptations/Tips:**
1) Assign a larger number for points if a player wins (mathematics)
2) Remind students that they may NOT hold their own bag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent’s clothing
3) Remind students that this is a face-off game, there should be no running and chasing
4) For safety, if a bag is taken from the opponent, it will be held. If it is dropped there is a risk of slipping or falling because the partners will be plying in tight quarters.

### Poly Spot Activity

**SPOT REMOVER**

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, polospots will be scattered (20-50). When the activity begins, the students from both teams will move into the playing area and try to remove/collection polospots and place them on their team’s side. To remove polospots, the students will put a hand or foot on a spot and complete a fitness task. While a player is trying to complete the task, he/she can be challenged by a player from the other team. If challenged, the players will play Rock, Paper, Scissors (RPS) to see who collects the spot and will take it back to their team. Depending on the fitness task chosen by the teacher (upper body, lower body, or core), the players will play RPS in a 1) plank position – upper body, 2) using feet – lower body, or 3) balancing on their bottom – core.

**Teaching Tips:**

1. Students from each team who are playing must face the opposing team when attempting to collect a polospot. 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.

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.).

**Cup Stacking Activities**

**Lava Lamp or Hour Glass Challenge** (AKA Builders and Bulldozers)

*Equipment:* A large collection of cups (i.e. - Solo cups, Speed Stacks)

*Skills:* Locomotor Patterns, Changing Levels, Cardiovascular Endurance

*Organization:* Students will be on one of two teams and will be spread throughout the playing area.

*Activity:* The students will be on one of two teams. One team creates Lava Lamps, the other team is creates Hour Glasses. The Lava Lamp team will take apart any Hour Glasses and turn them quickly into Lava Lamps. The Hour Glass team will take apart Lava Lamps and build Hour Glasses with the cups. In order for the stack to count for a team, they must be standing properly. After a few minutes doing one job, allow the students to switch jobs.

*Adaptations/Tips:*

1) Have the students use different locomotor patterns when traveling from cup to cup.
2) To strengthen the upper body, students must be in bear walk position or crab walk position
3) To add to the challenge, have students work in pairs as the either build their Lava Lamps or Hour Glasses (each partner can only touch one cup)

**Stack Attack**

*Equipment:* A large collection of cups (i.e. - Solo cups, Speed Stacks)

*Skills:* Locomotor Patterns, Changing Levels, Cardiovascular Endurance

*Organization:* Students will be on one of two teams and will start on either side of the playing area. A large collection of 3 stacks will be placed in the center of the playing area.

*Activity:* The students will be on one of two teams. Each team will attempt to collect the most stacks of cups by performing an up stack and down stack. When the activity begins, players from both teams will move to the center of the playing area and find a 3 stack of cups. To collect the cups, the students will need to up stack the cups (into a pyramid) alternating hands, then down stack the cups. When complete, the student will take the stack of cups back his/her team line and then continue.

*Adaptations/Tips:*

1) Have the students use different locomotor patterns when traveling from cup to cup.
2) To strengthen the upper body, students must be in a plank or crab position when stacking the cups
3) To strengthen the core, students must build stacks while performing curl-ups

**Bean Bag Activities**

**Individual Fitness**

1) **Foot Lift & Catch** – Each student will place a bean bag on his/her foot. Quickly lifting the knee, the student will try to move the bean bag up into the air and try to catch it. After each attempt, the student will move the foot to the opposite foot and try again.

2) **Ab Two Foot Toss and Catch** – Each student will sit on his/her bottom and place the bean bag between the feet. The student will try to lift the bean bag into the air and catch it with one hand. On the next attempt, the student will try to catch the bean bag with the opposite. To add a challenge, have the student attempt the task with their legs straight.

3) **Plank Back Balance** – Each student will get into a plank position with the bean bag between his/her hands. To start, the student will lift the bean bag with one hand onto his/her bag. Once the bean bag is balanced, the student will use the opposite hand to remove the bean bag and place it back between his/her hands.

4) **Figure-8 Abs** – Each student will have a bean bag and sit on the floor. While balancing on their bottom, students will
move legs in a small scissor motion and move the bean bag in a figure-8 motion through the legs by alternating hands. ** Add a challenge to this activity by doing a push-up after each new movement.

**Partner Fitness**

1) **Fill in the Hole (w/ the feet)** – The student will sit facing his/her partner with feet on the floor and knees bent about 90 degrees. In between the partners will be two poly spots about 3-5 feet apart and 3-5 bean bags on top of one of the spots. The students will take turns moving the bean bags (one at a time) using the feet to the other poly spot. The first partner will continue until all the spots have been moved.

** Add a challenge by requiring pairs to keep their legs straight (pike position) to move the bean bags back and forth.

2) **Fill in the Hole (w/ the hands)** – Partners will face on another in a plank position about 2-3 feet apart. In between the partners will be two poly spots about 3-5 feet apart and 4-6 bean bags on top of one of the spots. The students will take turns moving the bean bags (one at a time) using alternate hands to the other poly spot. The second partner to go will repeat the task moving the bean bags back to the original poly spot. The objective is to see which pair can move the bean bags back and forth the most during a designated time period.

** Add a challenge by having each partner maintain the plank position for the entire timed interval.

3) **Plank Partner Pass** - Partners will face on another in a plank position about 2-3 feet apart. One partner will have a bean bag next to a hand to start the activity. When the activity begins, Partner A will pick up the bean bag with one hand while remaining in the plank position and hand the bean bag across to Partner B’s hand. Partner B will then place the bean bag by the other hand, transfer the weight to the hand that just moved the bean bag and pick the bean bag up with the other hand and repeat the task to Partner A. The objective is to see which pair can move the bean bags back and forth the most during a designated time period.

** Add a challenge by having the partner who hands off the bean bag perform a push-up while he/she waits to receive the bean bag again.

4) **Bean Bag Hockey** - Partners will face on another in a plank position about 3-5 feet apart. One partner will have a bean bag next to a hand to start the activity. When the activity begins, Partner A will place a hand on top of the bean bag and try to slide it on the floor between Partner B’s hands before Partner B can stop it with one hand. Partner B will then get a turn and turns will rotate until time is up. The object is to see who can score the most points.

** Add a challenge by not letting either partner touch his/her knees to the floor.

For more information and activities, visit my websites...

www.NoodleGames.net

www.PErocks.com