

Girls (and Boys) Just Wanna Have Fun!

1. Sportfolios

Students have folders to keep physical education data, information, journals, testing scores, goals, heart rate monitor reports, and pedometer logs.

2. Heart Rate Monitors

Stations are used to teach heart rate zones. Students make a hypothesis about the zone they think they will be in for each station. After completing the workout at the station they will record their heart rate and write down what zone they are actually in. At the end of the stations we discuss why people were in different zones at same stations and different stations. What increases your heart rate and why would you have a lower heart rate?

3. Muscle vs. Fat

Have several hula hoops spread out around the playing area. Place some large foam balls (fat) and some small foam balls (muscle) into each hula hoop. Divide students into equal teams. Students try to remove the fat (large foam balls) and add muscle (small foam balls). They can only take one fat at a time and can only bring back one muscle at a time. If students are caught by the teacher removing too much fat or gaining too much muscle at one time (taking more than one ball at a time) they are given extra fat by the teacher who informs them of their penalty (The blue team has just gone on a fast food binge and has gained extra weight).

Variation: Add a defender at each hoop using a noodle to tag. If students get tagged they must put the muscle back and go back to their hoop before they can go to another hoop.

Variation: Use scooters to move from one hoop to another.

4. Marker Cone Game

Students have partners. Each partner has a card with colors written on it in a specific order. Each card has a different order. One partner runs to the cones to try and find the color marker under the cone that matches the color on the card. You have to find the colors in the order of the card. When one partner finds the color they will mark their card, get it checked by the teacher then pass it to their partner. All teams will complete their cards. (Do not stop when the first team is done). As teams finish, they will be instructed to start working on skills activities, for example Socci juggling if you are in a Socci Unit, while the rest of the class is finishing the marker cone game.

5. Heart Attack Tag

Cards are handed out randomly to several students. If you have a card you are a tagger. Each card has a risk factor for heart disease written on it as well as a fitness activity. If you get tagged you get the card and have to complete the fitness activity before you can tag someone else. If you are not moving your feet

during the activity, you will be tagged by the teacher with a sedentary lifestyle risk factor and will have to complete 2 laps around the playing area.

6. Watermelon VS Water chestnuts

Students are divided into 2 lines facing each other a handshake away. One line is designated as the watermelons and the other line is the water chestnuts. When the teacher calls out watermelon, the watermelons turn and run to the end line trying not to get tagged. The water chestnuts are chasing and trying to tag the watermelons. If a watermelon gets tagged, they would become a water chestnut. If the teacher calls out water chestnuts, the water chestnuts would turn and run to their endline and try to avoid getting tagged. The teacher continues calling out watermelon and water chestnut. Regroup and have students stand a handshake away after a few rounds. (students start spreading out in anticipation of their name being called)

7. Nutrition Café

(See Café Information Sheet)