

**Virginia JMU Summer Institute 2008****Boiler UP! F.A.S.T.**

Boiler Up! Moving On Down the Track with F.A.S.T. Physical Activity  
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Participants will engage in Physical Best and fitness activities that will keep students moving and motivated. Empower your students with a variety of activities that help students understand the importance of lifetime wellness. Activities presented are **FUN**, **Active**, teach a **Skill** and provide a **Take home** message.

**Key Objectives**

- F** Students have **FUN** with developmentally appropriate games & activities
- A** Students are involved in **MVPA** for 50% of class time.
- S** Students are provided with many opportunities to participate and practice **skills**
- T** Students are encouraged to participate in physical activity outside of PE class.

**Shuffle Hustle**

**Level:** Secondary

**Objective:** Work with a partner to accomplish a variety of exercises from the fitness components and make activity choices together.

**Equipment:** Playing cards and station equipment

**Activity Description:**

Students each get a playing card. Players meet and greet a new player with a matching suit and move to the suit station. They perform the exercise together performing the exercise for the number of times the cards add up to. Players put their card in a box in the center of the gym and get a new card. Each time they get a new card, players meet and greet a new player with the same suit and perform the station exercise. All picture cards equal ten and Ace equals one.

- ♠ **Core Strength** (Plank Crab Walk; Prone Plank; Arm and Leg Raise; Yoga Poses)
- ♣ **Upper Body Strength** (Bicep curls; High Five Push-ups; Triceps Extensions; Triceps Dips with leg extensions)
- ♥ **Lower Leg Endurance** (Wall sits; PLYO frog jumps; Step Touch with exercise Bands; Heel Jacks)

- ◆ **Flexibility** (Windmill; Chair with Twist; Lunge Jumps; Rotations Hand-off)

## Get Fit Rock Paper Scissors

**Level:** 3<sup>rd</sup>-middle

**Purpose:** introductory activity to warm –up the body

### Activity Description:

1. Players move in general space to find a partner. They introduce themselves and name the vegetable they like the best.
2. Players perform rock paper scissors with their body instead of their hands.  
(jump 3 vertical quick jumps 1-2-3; and then “shoot”  
Rock=land on two feet together  
Paper: straddle legs  
Scissors: front to back straddled leg position
3. The winners (Rock crushed scissors; scissors cuts paper; paper covers rock) mingle to find another winner indicated by their walking movement. You match up for second game with someone who is making the same movement.  
Everyone starts as a vegetable and skips to meet and greet a person. They shake hands and tell each other their favorite vegetable. Then they perform the jumping rock, paper, scissors game round one.  
**1<sup>st</sup> win:** Winner of round one, makes arm muscle movements and says “I’m fit and healthy because I exercise.” And finds another person making the same movement and they each share what exercise they plan to do at least 3x’s a week to stay healthy before they begin the game.  
*The vegetable that did not win skips around to find another vegetable.*  
**2<sup>nd</sup> win:** If they win from the fit person they then move around saying “I’m cool because I do not smoke or take drugs” and pretend to brush dirt off a shoulder. The winner continues with “cool dude” movement to find another cool dude. The other person then returns to the first movement and skips as a vegetable to find another person as a vegetable.

## Over, Under, Around and Through

**Level:** Any grade level

**Concept:** Quickness, agility, motor sequencing

**Equipment:** short ropes or scarves

### Activity Description:

Groups of three students; two students hold the scarves in their hands to form a “bridge” and the third student “the player” stands facing the other two; The teacher calls out a sequence of movement of “Over, Under, Around and Through.” The students take turns completing the sequence.

# Pyramid Power

## Intermediate Level

**Metabolism** refers to the sum of chemical reactions that occur in the body to keep us alive. To maintain a healthy body composition, the energy (food) that goes in the body must equal the energy (activity) used. Everyone metabolizes food differently according to genetics, age, and physical activity level. A higher physical activity level leads to a higher metabolic rate, which in turn helps the body use food for fuel instead of creating excess fat.

## Purpose

Students will understand that (1) the different amounts and kinds of food you eat provide different amounts of energy in processing the food for fuel; (2) “calories in” (those eaten) must equal “energy out” (those spent) to have a healthy body composition; and (3) each person’s metabolism is unique.

## Equipment Needed

- Pyramid Cards (triangular shapes, on each with a food item listed, the calories, the energy needed to process the food, and the number of walls to touch for physical activity)
- 4 wall signs that have 2 numbers on each of them (1 and 5, 2 and 6, 3 and 7, and 4 and 8). They are placed on the walls or on the back of a chair.
- Music (fun and continuous)

## Relationship to National Standards

**Physical Education Standard 4:** Student achieves and maintains a health-enhancing level of physical fitness – Student will identify several activities related to each component of physical fitness.

**Health Education Standard 3:** Student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks – Student will demonstrate strategies to improve or maintain personal health.

## Set Induction

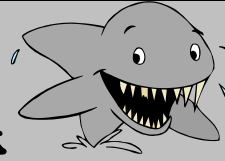
Introduce or review the definition of *metabolism* and the factors that influence it. Explain that today’s activity will help students achieve a balance of calories in and out by involving them in vigorous physical activity while they learn about different foods, their calories, and the activity required to process those calories. Review safety rules (staying in self-space and so on).

## Procedure

1. Choose whether you want students to work individually or in small (two or three students) groups. If using small groups, one member goes out to pick up the food pyramid and brings back the information to the group. The whole group then follows the one that picked up the food pyramid jogging to each wall.
2. Place the Pyramid Cards in the center of the room.
3. Have each student find a personal space in the activity area to use as a home base.
4. Have each student pick one card and take the card back to his or her home base, read it, then perform the listed activity (number of walls to touch). Have student keep each card until the end of the game. Some Pyramid Cards have the message “0” walls, which indicates that the student must draw another card.
5. Walls must be touched in the correct (numeric) order.
6. Continue the activity for five to seven minutes



# Friendly Shark Attack



## Primary

**Health Benefits:** Aerobic activities done often over time will benefit the body in many ways. Stronger heart; more energy; feel good; rest better etc.

## Purpose

During this activity students will take turns. One person will roll a ball toward a target trying to collect as many points as possible for the team and the other will participate in a stationary aerobic activity

## Objectives:

- Students will practice turn taking while rolling a ball to numbered poly spots trying to get as many points as possible for their team.
- Students will briefly try a variety of stationary activities that they could do at home to increase aerobic endurance.
- Students will share quality traits that develop good character. (**trustworthy and honest**; caring; respectful; accepting the differences of others)

## Stations and equipment:

One spider ball per each team of two students  
Finding Nemo movie (a short clip of the movie)  
Numbered Poly spots (the more the better)  
Flash cards with the number 5 on them for extra points earned  
Cones or colored poly spots for where each team is to stand  
Shark poly spots (lots of them)

**Set Induction:** Show clip of the movie Finding Nemo that shows Dory and Nemo's Dad becoming friends with the sharks at their meeting even though they are all very different. They trust each other, are kind to one another, and help each other. Discuss what makes a good friend.

If you want to focus on fitness: Ask students to name aerobic exercises they can do to keep their heart healthy.

List and teach students what you want them to do for exercises as they wait for their turn.

## Procedures:

- Set cones in a large circle around the gym. Have each group of two students stand behind the cone.
- The children take turns rolling the spider ball toward the poly spot number called out. (use homemade dice with numbers and sharks on them or a spinner; either have the teacher call out numbers or have each group have their own dice)
- While one team member is rolling the ball, the other team mate is waiting his/her turn by performing in place one of the following exercises: pretend jumping rope; jumping jacks; dance twisting; sit and pretend to bicycle; pretend swimming)
- The child rolling the ball is trying to get their ball to stop on the poly spot number that was called.
- If they miss, they collect their ball and walk it back to their partner who gets to roll still trying for the same number called until a new number is called. (students hand-off the ball, not throw the ball to their partner)

- If they land on the number that was called, the student collects their ball and picks up the number poly spot and brings it back to their team. Each team is trying to collect as many points as possible for their team.
- When the shark is called the team takes turns trying to land their spider ball on the shark spot. If they land on the shark spot, they collect their ball only and walk over to the teacher and state a good character quality. The teacher then gives the student a 5 point card to add to their teams points. If you want to focus on aerobic exercises they can do to stay healthy, they can tell you one aerobic exercise they will do over the weekend to STAY ACTIVE.
- The dice or spinner can be rotated so each team has a turn calling a number. The teacher decides when to spin or roll for a new number to be called. When the shark is called you may decide to provide bonus points for the first person to roll to a shark.

**Closure:** Either process what qualities develop a person with good character or what aerobic activities can you do to STAY ACTIVE and develop your cardiovascular system.

## DASH FOR CASH

**Level:** Elementary

**Fitness Concept:** Health-related fitness components practiced



**Objective:** Integrates health-related fitness components and math skills in an action-packed activity and all students are active and make healthy and personally meaningful fitness choices while learning about the value of money and honesty

**Equipment Needed:** One box for the bank; Copy and laminate 100 \$1 bills; and any equipment for stations.

**Activity Description:**

1. Place the Dash for Cash Fitness Station signs and equipment around activity area.
2. Students line up around the perimeter of the activity area on the boundary lines if available.
3. The banker (teacher) stands at one end of the activity area with money in banker's box.
4. Student walk, jog, or run around the perimeter of the activity area at a good pace. Each time students complete one lap, they receive \$1 from the banker.
5. After students complete three laps, they can choose whether to keep moving or pay the banker and go to one of the health-related fitness stations to exercise.
6. The object of the activity is for students to have participated in all the health-related fitness stations before time is up. Each station costs \$3 to participate.
7. Students pay the banker each time they go to a new fitness station. Students can move aerobically and receive lots of money before spending it to participate in the stations, or they can move, exercise, move, exercise, until they are finished.
8. If time remains after some students are done with the fitness stations, add a few free choice stations that might cost more money (\$5).

# Continuous Relay

Intermediate Level

Type and Frequency: Frequency refers to how often one should perform a TYPE of exercise or activity. Type refers to the selection and the participation in an appropriate activity for gaining benefits in muscular strength, endurance, aerobic endurance and flexibility.

## Purpose

Students will understand (1) that the daily activities they perform on a regular basis fit in the activity pyramid under different *types* of exercises; (2) that the *frequency* of each exercise are to be done a specific number of times per week; and (3) the differences between the many types of exercises related to each component of physical fitness.

## Equipment Needed

- Pyramid Cards (one for each team, see attached).
- Exercise cards (each card lists one exercise or daily activities, i.e. walk the dog; weight lifting).
- Music (fun and continuous)
- Each team needs one step, one jump rope, one carpet square.

## Set Induction

Introduce or review the exercise pyramid and the types of physical fitness activities that should be performed on a weekly basis. Explain that today's activity will help students understand the types of activities and the frequency of each activity.

Procedure

1. Students are in groups of four.

→ #1 jumping rope  
↓

#2 curl-ups or push-ups or crab dips  
↓

↑ #3 Aerobic step (the team motivator)

#4 ←runner

Three of the students in each line perform a designated exercise while the fourth student runs (3 lengths of the gym) first to the jump rope team mate/at a line at the opposite end of the gym, back to the stepper and then back to the jump rope team mate, where there is an exercise pyramid sheet and exercise cards. Once the runner has reached the end line, he/she picks one activity card and places it on the corresponding category (Example: the activity card showing someone riding a bike would be placed on the lifetime fitness category session on the pyramid). After finishing this task, the runner high fives the number one student who is jumping rope and then takes his/her place. The #1 student then runs to the #2 student who is performing curl-ups and high fives the number two student and then takes his/her place. Then the #2 student runs to the #3 student who is performing an aerobic basic step, high fives him/her and then takes his/her place. Then the #3 student runs to the pyramid to start the relay over again. Continue until all activity cards have been placed. The person performing the step aerobics is also the team motivator and is to cheer the team on to work hard at their exercise.

# Dora Dominos

Created by Susan Flynn

**Level:** elementary

**Fitness Concept/game objective:** Teaching the food pyramid and healthy eating. To perform a variety of exercises and movement activities as a team trying to create Dora domino matches and placing food pictures that match with Go, Slow and Whoa foods.

**Assessment:** Students place food items on the Go, Slow and Whoa cards to show they know the difference in types of food.

**Equipment:** Dora Dominos; One hoop per team of two. Station signs with exercises that require limited equipment; food items; Go Slow and Whoa signs for each team and cones for stations.  
See Below

## Activity Description.

Split dominos into equal piles in the middle of the playing area. Teams can be larger than two but for K-1 it is better to be teams of two. Each team has their own hoop on the perimeter of the playing area. The goal of the game is for the students to learn the Go, Slow and Whoa foods and work together to create a Dora Domino puzzle.

Students take turns jogging to the center to collect a Dora dominos. Team member one brings the domino back to the team hoop and the students then move to one of the matching Dora Character Activity Stations and perform the activity and take the one food item from the station. Once the activity is completed player one takes the domino and food item back to their team hoop and player two jogs to get a new domino. The players continue to take turns and perform the exercise together. Each time the dominos and food are returned to the team hoop the players try to match up the Dora Characters and collect as much food items as possible.

## Procedure:

1. Students will travel **taking turns collecting dominos**. Player one picks up a domino from the center hoop and brings it back to their team hoop. The players choose one of characters on their domino and then travel to the exercise station with the matching character.
2. Students move to the colored cones with one of the matching Dora characters to perform the represented task(s). Once the activity is finished the players take one food item from the station and skip back to their team hoop and places the food and domino to their team hoop.
3. Player two then moves to get a new domino.
4. Players try to match dominos in their hoops to make a domino puzzle and collect as many foods as possible for the ending assessment.

## Exercise Cards

These exercises are designed for K-1st graders working together

- #1 Curls ups: (in supine, knees bent toes touching each other; students curl up to hand the manipulative to their partner 5X's)
- #2 Jump over the incline rope 5x's
- #3 Using the Dora plate paddles, strike a balloon back and forth for 5xs
- #4 High Five Push Ups with a partner 5X's
- #5 Straddle stretches rolling the ball back and forth 5X's
- #6 Walk the rope 2X's

# ActivityLAND

Adapted from Susan B. Nye, James Madison University

**Level:** elementary

**Fitness Concept/game objective:** Learning types of exercise to perform to keep your body fit and place exercise cards on the Activity Pyramid and learning to place foods on the food pyramids.

**Assessment:** Students will name the food groups

Adapted from Susan B. Nye, James Madison University

**Equipment:** activity pyramid posters and activity cards; food pyramids and food cards; activity land board cards per team; overhead marker per team; color dot cards; hula hoops to hold cards; any equipment needed for stations of exercise. *Stop watches for stations or egg timers.*

## Activity Description.

Students are in pairs. All playing cards are placed in one of the multiple hula hoops or multiple buckets. Six different colored cones are scattered throughout the gymnasium. Each cone is an exercise station with a card listing the exercises for students to perform and the equipment needed to complete exercise. **Procedure:**

1. Students select a card.
2. Then move to the matching colored exercise cone.
3. Perform the exercise indicated
4. Check the color circle on the board to keep track of where they are on the board.
5. Discard the card in a different hula hoop and then students pick up another card until they have reached the end of the board.
6. If they pick up an activity land card or food pyramid card they move to the matching pyramid and each player puts the food/activity card on the correct place on the pyramid.

## Exercise Cards

Cards indicate the color cone to move to. Activities are posted on the cones. Each card needs at least 3 exercises. Activities can be fitness related or sport related. These exercises are designed for 4<sup>th</sup>-6<sup>th</sup> graders. Number the exercises so students perform number one the first time they move to that colored cone, then next time they move to that same color they perform exercise number two and so on.

**green** = Agility

1. Ladder drill high knees through the ladder 3X's
2. Ladder drill side step through the ladder 3X's
3. Ladder jumps: jump in each ladder back and forth

**red** = cardiovascular fitness

1. Jump Rope for 30 seconds
2. Twister jumping the dots for 30 seconds
3. Skip high knees the length of the gym 2x's

**blue** = muscular strength/endurance

1. **An abdominal crunch with a scooter/student lies** on their back with the scooter under his feet with knees bent. Roll the scooter out until the legs are almost straight and then roll them back to the bottom for 30 seconds.
2. **Abdominal Roller** with wheels or scooters. Students in prone position with hands on the scooter and roll forward to extend the body and roll back for 30 seconds.
3. **Bicep curls** with hand weights. Perform 15

**yellow** = Flexibility

1. Rope stretching using the rope/or dynaband put the rope under the foot and perform the back saver sit and reach
2. Perform the hamstring stretch while in a supine position, one leg vertical and place the rope under the foot and stretch.
3. Favorite Stretch.

**orange** = Manipulative: Fling it with spider ball

1. Fling and catch 10X's
2. Fling and catch with a partner 10X's
3. Using the hair balls catch and throw creatively 10X's  
(throw turn around and catch; throw touch the ground and catch, etc.)

**purple** = Fun Fitness

1. Strike a balloon back and forth with a partner over the noodle net 10 hits each.
2. Balloon juggle with a partner for 10 X's each using **two** balloons
3. Balloon juggle with a partner for 10x's each using **three** balloons

## **Calorie Blaster Or Ghost Busters**

**Level:** Primary and Intermediate

**Fitness Concept:** Define what a calorie is and much activity it take to consume calories.  
The purpose is to share with students what a calorie and how exercise burns calories.

**Equipment:** Pins and beanbags

**Activity Description:** Provide each student with a beanbag and a bowling pin that represent calories taken into the body. Students spread out in the gym with their pin and beanbag. They place the bowling pin safely at their feet. The object of the activity is to knock down other pins by SLIDING the beanbag on the floor and striking pins down while at the same time protecting their own pin. Once a student's bowling pin has been knocked down and/or it is accidentally knocked down, they are to pick up the pin (calorie) and beanbag, carry them and jog the perimeter of the gym one time in order to get back into the game. Throughout the activity, students will need to leave their pin unprotected to get loose beanbags. Share with the students where calories come from and what foods offer "empty" calories and that exercise is needed to maintain a healthy balance in the body.

### **Same game different twist: Whoa Sweets**

**Focus:** Grades 3-5

**Skills:** Cardiovascular conditioning and learning about good food choices

**Equipment:** one bowling pin and one beanbag per student.

**Activity Description:**

Provide each student with a beanbag and a bowling pin, which represent sweets taken into the body. Students spread out in the gym with their pin and beanbag. They place the bowling pin safely at their feet. The object of the activity is to knock down other pins by SLIDING the beanbag on the floor and striking pins down while at the same time protecting their own pin. Once a student's bowling pin has been knocked down and/or it is accidentally knocked down, they are to pick up the pin and beanbag, carry them and jog the perimeter of the gym one time before re-entry into the game. Throughout the activity, students will need to leave their pin unprotected to get loose beanbags. Share with the students that poor food choices lead to poor dental health and extra calories in the body. Dialogue what foods offer "empty" calories and that exercise is needed to maintain a healthy balance in the body.

## **Grid Aerobic Two Square**

**Level:** Secondary

**Fitness Concept:** Aerobic Fitness

**Equipment:**

Grid space, a poly spot and a light ball that is easy to strike such as a playground ball or volleyball. Gym tape to make Two squares.

**Procedure:**

Students play basic four square but have 6 people per square. One person at the bottom of the square and one person at top of square and two people per side. All players stand outside the boxes.

Player one bounces the ball in their box and taps the ball in to the box across from them. Then each player rotates one box position to right side. Once a player at the top or bottom hits the ball, all players rotate. Each player starts with 5 points. Players lose a point each time they miss hitting the ball after one bounce and or the ball does not make it into the opposing box. Players keep track of their own points. Once a player loses all 5 points they move to another 4 square game. This is a fast paced game.

## **Grid Aerobic Volleyball**

**Level:** Secondary

**Fitness Concept:** Aerobic Fitness

**Objective:** Students are in a grid and forearm pass a volley ball back and forth over a rope held by two other students.

**Equipment:**

Grids divided by colored cones; volleyballs; one rope per grid.

**Procedure:**

Six students per grid. Students forearm pass a volley ball back and forth over a rope held by two other students. Two players per side of the rope and two players hold the rope. Players forearm pass and are allowed a bounce before they pass over the rope. Once a player hits the ball they rotate to the next position to the right, including a position holding the rope. Each player starts with five points. Players lose a point if the ball bounces twice or they pass the ball past the back grid line. Rope holders try to move to help the passed ball make it over the rope. Once a player loses all 5 points they move to another grid for a new game.

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