

DELTA STATE UNIVERSITY

Healthy Campus/Community Initiative

IN PARTNERSHIP WITH

Middle School
Physical Education:
Fitness Education Unit Plan

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**Blue Cross & Blue Shield of
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Fitness Unit Plan

Overview

The most comprehensive approach to fitness education involves the use of concepts-based fitness and wellness education. The focus of this concepts-based model will be on the students' knowledge and understanding of physical activity, physical fitness, and wellness. The students will be involved in classroom, laboratory, and physical activity experiences that emphasize both how and why physical fitness and wellness are important.

Physical fitness signifies the body's ability to work efficiently and effectively during school hours and at leisure time. A physically fit person is someone who will remain healthy and lead an active lifestyle. Also being physically fit allows a person to safeguard his/her body against diseases, and live a longer healthier life (Lund & Tannehill, 2010).

Physical Education must do more to prepare and motivate students to engage in physical activity outside of school, and throughout their lives. Although a focus on fitness in physical education is not a new idea, current approaches to fitness education should be directed at developing lifetime physical activity habits (Lund & Tannehill, 2010).

A variety of activities are presented within this unit and can be used in conjunction with existing lessons or by themselves to provide a concepts based fitness approach to physical education. This fitness education unit will provide students the opportunity to develop healthy habits and gain value and appreciation of the importance of healthy habits throughout life. This unit was developed around cardiovascular endurance, muscular strength and endurance, body composition, and flexibility. The unit was specifically designed to help increase student knowledge of why they perform the FitnessGram test and to improve their overall scores.

A written lesson plan may vary in length and form. A written plan ensures that thought had been given to the lesson before the students enter the activity area (Pangrazi, 2007). This fitness unit plan uses the common four part lesson plan guide to instruction. Each lesson should include an introductory activity or warm-up, fitness activity, lesson focus, and closing or assessment activity. This four part lesson format helps to ensure moderate to vigorous activity is being achieved, skills are being taught, and it also gives direction to the day's lesson.

Successful implementation of this unit plan will require teachers to choose from the aforementioned categories to complete their lesson plan. The activities are given under a general heading such as: opening activity, fitness activity, lesson focus, and closing/assessment and can be adapted to any lesson plan format.

Overall Objective

Students will develop the skills necessary to measure their own fitness and physical activity. Students will also maintain regular participation in physical activity and analyze and evaluate their level of involvement in physical activity.

Guiding Philosophy

1. Engage in lifetime physical activities of sufficient intensity and duration to maximize health benefits
2. Learn why it is important to develop and maintain adequate levels of physical activity/fitness
3. Develop knowledge base and skills necessary to plan and execute personal activity programs.

Fitness Education Goals

- To prepare and motivate students to engage in physical activity outside of school and throughout life
- To provide opportunities for students to develop healthy habits while gaining an appreciation for its importance throughout life.

Guiding Theme

In order to attain physical fitness, one has to concentrate on and improve these five basic components of physical fitness:

1. Cardiovascular Endurance-The efficiency and capability of your heart to supply oxygen and nutrients to tissues.
2. Muscular Strength-The amount of force or strength that your muscles can pick up and exert at a time.
3. Muscular Endurance-The ability of your muscle to undergo repeated contractions.
4. Body Composition- The ratio of body fat to body lean mass.
5. Flexibility- The ability of your muscles and joints to move through their full range of motion (Lund & Tannehill, 2010).

Benefits of Physical Fitness

The immediate and long-term benefits of a concepts-based fitness education program are:

- Enhanced Appearance-A fitness program can help detoxify your body and also tone your skin and body.
- Improved immune system-A fitness program can help improve your immune system, helping safeguard your body from infections and diseases.
- Self Confidence- A fitness program can improve appearance and make a person feel more confident
- Strengthen Bones- A fitness program that includes walking, jogging, and weight training can strengthen bones (Lund & Tannehill, 2010).

National Standards for Physical Education

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activity.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

*National Association for Sport and Physical Education (NASPE) 2004

Introductory Activities

The introductory activities (warm-up) can last anywhere from 2-5 minutes and sets the tone for the rest of the lesson. Introductory activities serve several purposes in the lesson format, as follows:

- Students engage in immediate activity when they enter the activity area. Students want to move immediately rather than have to sit down, be quiet, and listen to instructions.
- First offer a vigorous activity, then give instructions or discuss learning objectives for the lesson focus while student recover from the vigorous activity.
- This part of the lesson can be used as an anticipatory set to pre-focus the students on the skill and cognitive objectives of the lesson (Pangrazi, 2007).

The following pages (6-13) list the Introductory Activities individually. These brief warm-up routines should be used at the beginning of the lesson. The warm-ups are listed individually so the physical education instructor can pick and choose which may apply or best fit that day's lesson.

INTRODUCTORY ACTIVITY

Instant Activity:	Card Walk/Poker Walk
NASPE Standard:	4. Achieves and maintains a health-enhancing level of physical fitness.
Objective:	To engage students in immediate activity and increase their heart rate (physiological warm-up)
Prerequisite:	The teachers will have to teach the hands of poker or other card game chosen.
Materials:	4 cones 1-2 decks of playing cards *Gym floor or track
Description:	The students are instructed to walk, jog, or run 5 laps. The students will receive a card after passing the teacher or a designated check point. The student with the best hand wins (he/she can choose exercises or activities for the fitness activity or lesson focus).
Special Needs:	Changes can be made to involve special needs students

INTRODUCTORY ACTIVITY

Instant Activity:	Exercise Cards
NASPE Standard:	4. Achieves and maintains a health-enhancing level of physical fitness.
Objective:	To engage students in immediate activity and increase their heart rate (physiological warm-up).
Prerequisite:	The students will need prior knowledge of a variety of strength and flexibility exercises.
Materials:	1-2 decks of playing cards 4 small posters (clubs, diamonds, hearts, spades)* 4 pieces of cardboard paper (exercise list)* *included in appendices
Description:	Place cards face down in the center of the basketball court or outdoor play space. Instruct the students to jog to the middle of the court and pick a card. The students will then move to the designated area (marked by a poster with a spade, heart, diamond, or club on it). The student will perform a different exercise for the corresponding card.
Special Needs:	Special needs children can be paired with a buddy or helper.

INTRODUCTORY ACTIVITY

- Instant Activity:** Exercise Stations
- NASPE Standard:**
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
 4. Achieves and maintains a health-enhancing level of physical fitness.
- Objective:** To engage students in immediate activity and increase their heart rate (physiological warm-up).
- Prerequisite:** Prior knowledge of a variety of strength and flexibility exercises.
- Materials:**
- 8 cones (to mark station location)
 - 8-16 mats
 - 4 jump ropes
 - 4 steps/low benches
 - 4 exercise balls/ bosu balls
 - 4-8 stretch bands (2 stations)
 - Music or whistle to rotate stations
 - *equipment numbers may change depending on class size
- Description:**
- The teacher should demonstrate the correct exercises for each station
1. push-up
 2. exercise ball (low back, sit-ups)
 3. jump rope
 4. upper body stretches
 5. stretch bands (biceps, triceps)
 6. exercise balls (low back, sit-ups)
 7. lower body stretches
 8. step ups
- *Students can check heart rates after each station to see how hard they are working.
- Special Needs:** Special needs children can be paired with a buddy or helper.

INTRODUCTORY ACTIVITY

- Instant Activity: Walk/Talk
- NASPE Standard: 4. Achieves and maintains a health-enhancing level of physical fitness.
- Objective: To engage students in immediate activity and increase their heart rate (physiological warm-up).
- Prerequisite: Students will need talking points during the time they walk.
- Materials: 4 Cones (boundaries)
4-5 Talking points
Gym floor or track
White board/Poster Board (for talk topics)
- Description: Have students arranged into pairs. The teacher will instruct the students to walk briskly and discuss topics of interest. The teacher can write topics on a white board or hold up a sign with the topic on it. The students should switch partners every 1-2 minutes and discuss another topic.
- Special Needs: These students can be involved by pairing with a mentor or buddy
- *Heart Rate monitors can be used to keep students in target heart rate zone

INTRODUCTORY ACTIVITY

Instant Activity:	Jump Rope Stations
NASPE Standard:	4. Achieves and maintains a health-enhancing level of physical fitness
Objective:	To engage students in immediate activity and increase their heart rate (physiological warm-up).
Prerequisite:	Students should have the ability to jump rope
Materials:	4-6 cones (stations) Jump Ropes (1 per student)
Description:	The teacher should demonstrate each action to be performed 1. Jump rope forward 2. Jump rope backward 3. Double Dutch 4. Jogging and Jumping
Special Needs:	Special Needs students can be included by letting them hold the rope on Double Dutch.

INTRODUCTORY ACTIVITY

Instant Activity:	Clothes Pin Tag
NASPE Standard:	4. Achieves and maintains a health-enhancing level of physical fitness
Objective:	To engage students in immediate activity and increase their heart rate (physiological warm-up).
Prerequisite:	Students should be reminded about safety procedures for fleeing and chasing.
Materials:	4 cones (boundaries) Wooden clothes pins (2-4 per student)
Description:	Have the students place two clothespins on the back of their shirts. Student will chase each other and try and remove clothes pins from each others shirts. If both clothespins are lost the students can perform certain exercises (jumping jacks, sit ups, push ups, maintain climbers) to receive another clothes pin. After students have another clothespin they may return to the game.

INTRODUCTORY ACTIVITY

Instant Activity:	Warm-Up Task Card
NASPE Standard:	4. Achieves and maintains a health-enhancing level of physical fitness
Objective:	To engage students in immediate activity and increase their heart rate (physiological warm-up).
Prerequisite:	The teacher will have to teach students a variety of strength and flexibility exercises and locomotor skills
Material:	30 poly spots (approx) gym or outdoor space task card *in appendix
Description:	Poly spots should be scattered out in the center of the gym floor or outdoor space. Each student is issued a task card with exercises and locomotor skills on it. The students perform each activity on the card.
Special Needs:	Students with special needs can have special task cards with exercises that are appropriate.

INTRODUCTORY ACTIVITY

Instant Activity:	Basketball Drills
NASPE Standard:	4. Achieves and maintains a health-enhancing level of physical fitness
Objective:	To engage students in immediate activity and increase their heart rate (physiological warm-up).
Prerequisite:	The students should know the proper technique for a lay up, jump shot, free throw, and three point shot.
Material:	1 basketball for each student or 1 basketball for each goal 4-6 basketball goals
Description:	Each student performs a different task at each goal. Students should make a designated number of shots at each goal rotating on their own time.

Fitness Activities

The second part of the lesson is designed to enhance health-related fitness and promote lifetime physical activity. A variety of exercises can be used so students experience the wide range of options available for maintaining an active lifestyle. This portion of the lesson teaches youngsters the type and amount of activity necessary to maintain a healthy lifestyle (Pangrazi, 2007).

This part of the lesson can be used to involve students. Let students lead the exercises and develop their own routines. Also remember every student has different strengths and weaknesses so every student can not perform the same amount of activity. The following pages are some exercises that can be used to incorporate strength and flexibility in physical education.

FITNESS ACTIVITY

Upper Body:

1. Arm Circles- Stand erect, with arms making a “T” shape with body. Swing arms forward and backward.
2. Measuring Worm- Stand straight. Place hands on the floor in front of feet. Walk hands out as far as possible without losing balance. Then walk feet up to hands.
3. Sea Walk-Start in a push up position, the body and legs are kept straight with toes pointed away from the head, Use only the hands and arms to drag the legs.
4. Modified Push-Ups- Start in a push up position. Keep the body straight, but let the knees bend until they touch the ground. Now bend the elbows and lower the body toward the ground, but do not touch the body to the ground, and return to starting position.
5. Push-Ups- Prone position with weight on hands and feet. Keep the body straight. Students lower their body as close to the floor as possible and then push the body up to the starting position.
6. Pull-Ups- Grasp bar with hands so that arms are straight and feet do not touch the ground. Pull the body upward until the chin is over the bar, and return body to starting position.

Trunk Development:

1. Side Bends- Place hands on hips and bend trunk to the right and left as far as possible, repeat.
2. Toe Touches- Stand erect with hands on hips, bend forward, keeping the knees locked, and touch the toes with the fingers.
3. Windmill- Stand straight with feet shoulder width apart, Extend arms sideward to shoulder level. Bend forward to touch left hand to right foot and repeat this action on opposite side.

FITNESS ACTIVITY

4. Trunk Twists- Stand erect, arms sideward at shoulder level. Twist at the waist rotating left arm to the front and right arm to the back, repeat this action.
5. Side Leg Lifts- Lie on side with one arm extended over the head and the other arm resting on the side, with the legs straight. Raise top leg vertically, attempting to touch the hand to the foot without bending the leg or elbow. Repeat the same steps for the other side.
6. Double Leg Lifts- Lie on the back in a prone position. Lift the legs slowly off the floor to about twelve inches. Lower the legs to about 1 inch from the floor without touching the ground. Repeat for desired number of reps.

Lower Body:

1. Toe Raise- Students raise up on tip toes, lifting the heel completely off the ground, and lower to the starting position. Repeat this process for the desired number of reps. *Hint- an elevated surface can be used to increase the difficulty.
2. Lunge Walk- Assume an athletic position and step forward into a lunge position. Keep your chest up, look straight forward and co-ordinate your arms with your legs.
3. High Knee Lift- Extend up onto the toes and lift each thigh to a position parallel with the ground as you move forward.
4. Calf walk- Extending the ankle on each step will warm up the calf muscle and achilles tendon.
5. Squat- Stand in an athletic position and lower your self as if sitting in a chair. Make sure head is up and knees do not pass toes.
6. Leg Drives- Lean forwards against a wall, with your hands out at shoulder level and your feet shoulder-width apart. Look straight ahead and keep your body straight. Lift your right leg, with the knee bent, until the upper thigh is parallel to the ground. From your hip, drive the leg back, so that your forefoot contacts the ground, then pull the leg back up to the starting position to complete one rep.

* Note: These exercises are just a few examples of Fitness Activities. More sources for exercises and activities will be in the bibliography.

Lesson Focus

The lesson focus is designed to teach physical skills. It should contain learning experiences designed to help students meet national standards.

The following pages contain lesson focus ideas. These ideas revolve around the FitnessGram testing and ways that students can improve those scores. These lesson ideas offer opportunities for experimental learning and application of knowledge through an integrated and evolving exposure to fitness, and health and wellness concepts and practices.

LESSON FOCUS

Lesson Focus:	Get Fit Conditioning Program
NASPE Standard:	1. 3. 4. 6. (NASPE Standards are listed on page 4)
Objective:	The students will get into shape and be better prepared for the FitnessGram testing.
Prerequisite:	Students may need a review of the proper mechanics for the Get Fit Exercises.
Material:	Conditioning program sheet (B.1) Get fit exercises (B.2) *available in FitnessGram ActivityGram Manual
Description:	Students will be given a program sheet and exercises. These sheets are reproducible and found in the FitnessGram ActivityGram Test Manual. Day 1 will be the physical education lesson. Students should review all warm up, cool down, and strength development activities. Students should participate in their choice of activities at least three times a week for six weeks. The exercise log should be completed and returned to the instructor. The instructor may choose to do some of the workouts during physical education class to check the progress of the students.
Special Needs:	Exercises can be modified for special needs students.
Assessment:	Students can turn in program sheet. Students can demonstrate individual workouts for the class.

*Adapted from Get Fit Conditioning Program-FitnessGram ActivityGram Test Administration Manual

LESSON FOCUS

Lesson Focus:	Healthy Heart (Target Heart Rate)
NASPE Standard:	1. 4. (NASPE Standards are listed on page 4)
Objective:	Students will participate in a variety of activities to understand how physical activity at varying intensity levels influences their heart rate and perceived exertion.
Prerequisite:	Students will need to know how to manually check heart rate. If heart rate monitors are not available*
Material:	HR monitors Wall clock with second hand for manual HR* Pencils/Paper Stopwatch Borg Rating of Perceived Exertion Scale (in appendix)* Target HR Chart/Borg Scale can be purchased from ginmiller.com
Description:	The instructor should define intensity and have students predict which aerobic activities have greater intensity? Set up an aerobic fitness circuit with activities that vary in intensity: walking through cones, jumping rope, jogging around gym, dribbling a soccer ball, or running an agility ladder. Divide students into groups and assign them a station. Upon completing each station have the student's measure and record their heart rate and their perceived exertion from Borg's Scale. Continue until all students have completed each station and recorded their HR and Borg rating.
Special Needs:	Develop activities that can accommodate students with disabilities.
Assessment:	Ask students to identify which station increased their heart beat the fastest and slowest and which had the highest and lowest perceived exertion.

*Adapted from Heartbeat Stations-Physical Best Activity Guide: Middle and High School Levels

LESSON FOCUS

Lesson Focus:	Healthy Weight (BMI)
NASPE Standard:	4. 6. (NASPE Standards are listed on page 4)
Objective:	Students will be able to define BMI and be able to distinguish between healthy and unhealthy BMI's
Prerequisite:	The students will have to know their height and weight from their FitnessGram test.
Material:	Computer Lab
Description:	<p>After each child has recorded his/her height and weight, the students will visit the following web page:</p> <p>http://kidshealth.org/kid/stay_healthy/weight/bmi.html</p> <p>The students will read the entire page and calculate their BMI at the end.</p>
Special Needs:	Students with special needs can be paired with a mentor, instructional assistant, or buddy depending on individual needs.
Assessment:	<p>The students will complete the following questions and turn in at the end of the lesson.</p> <ol style="list-style-type: none">1. What does BMI use to calculate your body fat percentage?2. Are you happy with your current BMI? Why or why not?3. What percentile do you fall into for your BMI?4. What is the best way to determine your BMI?5. What is common for kid to do during puberty?6. How can a BMI sometimes fall short?

*Each student will need access to a computer

LESSON FOCUS

Lesson Focus:	Fitness Stations
NASPE Standards:	1. 4. (NASPE Standards are listed on page 4)
Objective:	The students will improve their cardiovascular, muscular strength and endurance, and flexibility.
Prerequisite:	Students should have prior knowledge of all exercises and what components of fitness they correspond with.
Material:	8-10 cones 8 mats 4 jump ropes 4 steps/benches 4 exercise balls 4 stretch bands Pencil and Paper for each student Music and Music Player Actual equipment may vary depending on class size*
Description:	The teacher explains and demonstrates the exercises for each station. <ol style="list-style-type: none"> 1. Push Up or Hold body weight up for 1 minute 2. Jog or walk outside of gym or activity area 3. Sit up on exercise balls 4. Jump rope to music 5. Lower body stretches 6. Biceps / Triceps exercises with bands 7. Step ups 8. Upper body stretches Divide students into even groups and assign each group a station. Each student will exercise for one minute and rotate on the instructors que.
Special Needs:	Stations can be modified to accommodate special needs students
Assessment:	Have students check HR (heart rate) after each station and record it. At the end of the activity students can graph their HR and compare with other students.

*Adapted from lesson plan-Fitness Stations-Mississippi Department of Education

LESSON FOCUS

Lesson Focus:	Fitness Xtreme Skillastics
NASPE Standard:	4. 6. (NASPE Standards are listed on page 4)
Objective:	The student will engage in an enjoyable activity to help them improve their fitness level.
Prerequisite:	Rules to the Fitness Xtreme Skillastics game
Material:	Gym or flat open area Fitness Xtreme Skillastics
Description:	Prior to class the teacher should set up the game mat and designate six areas for the teams. Divide the students into even teams (skill development) and assign each team a color. One player from each team will roll die and move his/her game piece. The entire team will then read from his/her designated game board and perform the given exercises. When the exercises have been completed by each member of the team another student will return to the center game piece and repeat the above steps.
Special Needs:	Students with special needs can be paired with a buddy or team member to help facilitate the exercises.
Assessment:	The teacher can have the children list: 3 flexibility exercises and 3 muscle building exercises. These exercises can be used to develop a personal program and long term physical activity goals.

* Fitness Xtreme Skillastics® was created to help Middle and High School children achieve a higher level of fitness in a unique non-competitive or competitive environment. It was designed as a health-related teaching tool that prepares children for FITNESSGRAM® testing, which is the standardized testing that is used to determine children's fitness levels in the United States.

LESSON FOCUS

Lesson Focus:	Skillastics Nutritional Cards
NASPE Standard:	4. 6. (NASPE Standards are listed on page 4)
Objective:	The students will engage in an enjoyable activity to help them improve their fitness level and nutritional knowledge.
Prerequisite:	The teacher should teach the students the “5 Fitness Components”
Material:	Gym or flat open area Fitness Xtreme Skillastics Skillastics Nutritional Cards
Description:	Fitness Xtreme Skillastics was designed as a health-related activity teaching tool that prepares middle school and high school students for the FitnessGram test. Fitness Xtreme Skillastics allows all children of varying fitness levels to participate in fitness activities that instill positive exercise habits that last a lifetime.
Special Needs:	Students can be paired with a buddy and exercises may need to be changed to accommodate special needs students.
Assessment:	Technology can be incorporated by using HR monitors to determine how hard the students are working.

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LESSON FOCUS

Lesson Focus:	Physical Activity Plan
NASPE Standard:	4. 5. 6. (NASPE Standards are listed on page 4)
Objective:	Students will be able to determine their personal fitness and activity needs and establish a personal fitness plan.
Prerequisite:	Students should know some basic terms including: integration, long-term goals, short-term goals, SMART goals, fitness summary, physical activity summary
Material:	Individual FitnessGram test results Each student should have access to a computer
Description:	The teacher will instruct the students to log on to the website: www.fitnessforlife.org/middleschool Click on -Student Information 9.1-definitions 9.2-activity and values assessment click on activity assessment click on values assessment 9.4-definitons 9.6-intergration and special needs
Special Needs:	Section 9.6 of Student Information deals with integration and special needs individuals
Assessment:	<ol style="list-style-type: none"> 1. Students can participate in the Presidents Challenge (Active Lifestyle) 2. Test students on vocabulary terms and have them do a self-assessment on their Fitness or a Physical Activity summary 3. A culminating event can be to take a field trip to a field trip can be taken to the local fitness center or gym and allow children to tour a facility in their city or town. This may assist with their personal activity plan and open their eyes to what is available to them in their community.

**Adapted from Planning for Physical Activity-Fitness for Life Middle School.

Lesson Closing/ Assessment

The closing activity brings closure to the lesson through evaluation of the day's accomplishments stressing and reinforcing skills learned, revisiting performance techniques, and checking cognitive concepts. If a lesson is very demanding or strenuous, the closing activity should be focused on relaxation or winding down (Pangrazi, 2007).

The lesson focuses in this Fitness Unit Plan have some type of evaluation. These can be changed or omitted depending on the preference of the teacher.

Physical Education - Daily Instructional Plan
Activity: _____

Teacher: _____

Date: _____

Room(s): _____ **Period(s):** _____

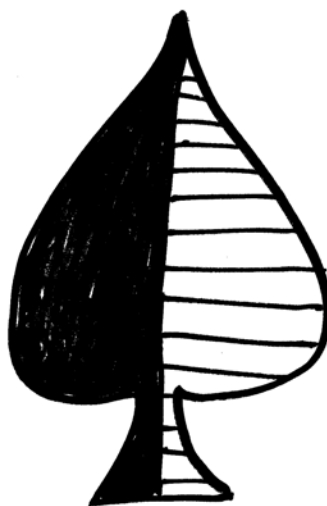
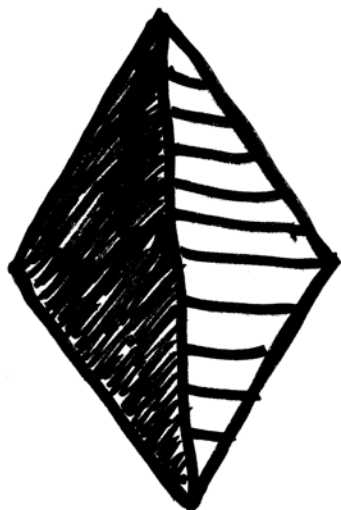
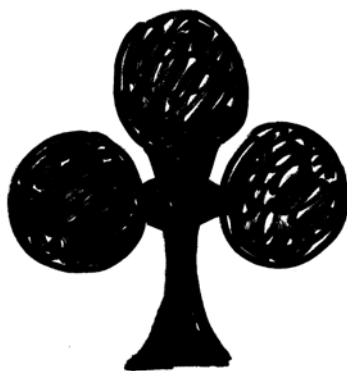
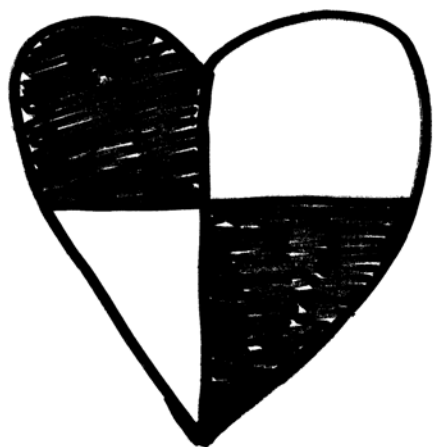
Dev Level: _____

Areas of Collaboration: _____

Academic Objectives (Enrichment/Remedial):	Mississippi Content Standards and Competencies:
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Class Organization	Classroom Procedures Expected Student Outcomes	Equipment/ Materials Needed	Time/Day	TM LGD	Teaching Methods And Procedures
					CL - Computer/Lab CO - Coop. Learning DE - Demonstration EX - Exercise F - Film/DVD LA - Lab LE - Lecture OR - Oral OV - Overhead PR - Practice QZ - Quiz RS - Research RE - Review TE - Test TV - VCR/TV WR - Written SW - Seat Work Critical Thinking: Depth of Knowledge L1- Recall L2- Skill/Concept L3- Strategic Thinking L4- Extended Thinking
Assessment/Evaluation:		Accommodations for Special Needs Students:			Types of Homework: Preparation Practice Extension Creative

On back of form or below write an evaluation/reflection on today's lesson, how things went, good and bad and any changes/adaptations that need to be made. How did you do teaching the lesson?





- King- 13 lunges per leg
- Queen- 12 Star jumps
- Jack- 11 hops per foot in a circle
- 10- 10 hamstring curls from
side-to- side squats
- 9- 9 glut raises per leg
- 8- 8 lat pull downs w/ side
knee raises
- 7- 7 toe touches on top of
soccer ball
- 6- 6 abdominal crunches
- 5- 5 triceps pushups
- 4- 4 different stretches of 4
different body parts (30 sec
each
- 3- 3 jump rope forward 30 sec "bouts"
- 2- 2 sets of 8 slides to rt. & 8 slides to
left
- 1(Ace)- 1 lap skipping w/high knees



- King- 13 second stretch (your choice)
Queen- 12 squats, 4 counts down,
4 counts up
Jack- 11 calf raises
10- 10 jumping jacks
9- 9 knee slappers
8- 8 skiers
7- 7 pushups (your choice)
6- 6 sit-ups...obliques
5- 5 vertical jumps
4- 4 switch-a-roos
3- 3 30 second "hovers"
2- 2 30 second "fire-feet"
1(Ace)- 1 lap around gym in defensive
position (sideways); at each corner
change lead side.



- King- 13 step right & squat then step left and squat
- Queen- 12 touch heel w/hand behind (crosses behind back)
- Jack- 11 out-out-in-in hands from push-up position
- 10- skier jumps side-to-side
- 9- 9 second hip flexor stretch right & left...repeat 3 times
- 8- 8 inchworms out w/hands, then bring feet up to meet hands
- 7- 7 sec lower back pretzel stretch right/left 3 x's each
- 6- 6 walking lunges right & left
- 5- 5 spins while jumping in air...360 degree jumps
- 4- 4 straddle seat stretches, 10 sec per leg
- 3- 3 v-seats: hold 10 sec
- 2- 2 30 sec. triceps stretch
- 1(Ace)- 1 lap around gym



- King- 13 jumps over soccer ball
Queen- 12 pull backs w/ soccer ball
right and left foot
Jack- 11 second hold of squat position
wall
10- 10 defensive side-steps right/left
9- 9 sec. quadriceps stretch
8- 8 sec. modified back-bend
7- 7 crab walks 15 yards each
6- 6 sec. arabesque balance
5- 5 squat thrusts
4- 4 tuck jumps
3- 3 spins on 3 different body parts
2- 2 funky dance moves
1(Ace)- 45 sec. down dog

Warm Up Task Card

Walk and touch 10 polypots	Hold a quad stretch 10 seconds per leg
Jog and touch 9 polypots	Do 9 jumping jacks
Slide and touch 8 polypots	Do 8 hops on one foot
Gallop and touch 7 polypots	Jump and twist 7 times
Skip and touch 6 polypots	Do 6 wall push ups
Grapevine and touch 5 polypots	Do 5 squats
Tip toe walk and touch 4 polypots	Do 4 lunges on each leg
Heel walk and touch 3 polypots	Write your first name in the air with your left foot
Leap and touch 2 polypots	Do 2 jump tucks
Walk and touch 1 polypots	Hold a hamstring stretch for 10 seconds per leg

Warm Up Task Card

Walk and touch 10 polypots	Hold a quad stretch 10 seconds per leg
Jog and touch 9 polypots	Do 9 jumping jacks
Slide and touch 8 polypots	Do 8 hops on one foot
Gallop and touch 7 polypots	Jump and twist 7 times
Skip and touch 6 polypots	Do 6 wall push ups
Grapevine and touch 5 polypots	Do 5 squats
Tip toe walk and touch 4 polypots	Do 4 lunges on each leg
Heel walk and touch 3 polypots	Write your first name in the air with your left foot
Leap and touch 2 polypots	Do 2 jump tucks
Walk and touch 1 polypots	Hold a hamstring stretch for 10 seconds per leg

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Side bend

FITNESSGRAM Get Fit Exercises

Trunk twist Knee lift Calf stretch Arm circles Jumping jacks brisk walking

Curl-ups Sit-ups Back arch Wall sit Lunges Single leg lift

Arm curls Military press Modified pull-ups Horizontal ladder activities Push-ups Climbing activities

Crunch

Calf stretch Thigh stretch Sitting toe touch Knee hug Arm/shoulder stretch Arm/side stretch

Warm-up activities

Strength development activities

Cool-down activities

Aerobic activities: Jogging, Cycling, Swimming, Brisk walking, Rope jumping, Soccer, Basketball

FIGURE B.2

From *FITNESSGRAM/ACTIVITYGRAM* Test Administration Manual, Third Edition by The Cooper Institute, 2004, Champaign, IL: Human Kinetics.

Borg RPE scale

© Gunnar Borg, 1970, 1985, 1994, 1998

Look at the rating scale below while you are engaging in an activity; it ranges from 6 to 20, where 6 means "no exertion at all" and 20 means "maximal exertion." Choose the number from below that best describes your level of exertion. This will give you a good idea of the intensity level of your activity, and you can use this information to speed up or slow down your movements to reach your desired range.

Try to appraise your feeling of exertion as honestly as possible, without thinking about what the actual physical load is. Your own feeling of effort and exertion is important, not how it compares to other people's. Look at the scales and the expressions and then give a number.

- 6 No exertion at all
- 7
- Extremely light (7.5)
- 8
- 9 Very light
- 10
- 11 Light
- 12
- 13 Somewhat hard
- 14
- 15 Hard (heavy)
- 16
- 17 Very hard
- 18
- 19 Extremely hard
- 20 Maximal exertion

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Fitnessgram software:

FitnessGram/ ActivityGram version 8.0 can be purchased directly from Human Kinetics Publishers.

Human Kinetics:

www.humankinetics.com

FitnessGram/ActivityGram:

www.fitnessgram.net

Skillastics standards based fitness and nutrition activities:

Fitness Extreme Skillastics and Skillastics Nutritional Cards can be purchased directly from Skillastics website.

Skillastics:

www.skillastics.com

Fitness for Life text:

Fitness for Life text and instructional material can be purchased directly from their website.

Fitness for Life:

www.fitnessforlife.org/middleschool

