Activity Plan

**TITLE:** 10-Minute Turkey Trot (Cardio Quick Shot Activity)

**KEY SKILL(S) and CONCEPT(S):** Cardiovascular endurance

**SUGGESTED GRADE LEVEL(S):** 4-8

**OBJECTIVE(S):** Students will be able to:
- Demonstrate cardiovascular endurance by jogging or running for 10 minutes.
- Demonstrate understanding and knowledge of pacing.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

**SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):**
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.
5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**MATERIALS NEEDED:** Whistles or signal system, stopwatch, cones, bucket

**DESCRIPTION:**
Prepare a bucket filled with Popsicle sticks, leaf cutouts or Fall-themed die-cut foam shapes, clothes pins, etc. Have students run around a pre-determined circuit and, upon completion of each lap, pick up one item from the bucket on their way past the start line. The goal is to keep moving for the entire 10 minutes collecting a new item each time passing the starting line.


**TEACHING SUGGESTIONS/TIPS:**
- Prior to the Turkey Trot, challenge students to estimate how many laps they feel they can complete.

**VARIATIONS AND/OR EXTENSIONS:**
- A fun way to motivate students to participate in running activities is to utilize seasonal activities that coincide with particular times of the year or various holiday themes. Some of these, beginning with Fall activities and leading into Spring activities, include a “Turkey Trot,” “Reindeer Run,” “Heart Run,” “Bunny Run,” “National Physical Education and Sport Week Run,” etc.
- The next time there is a 10-minute challenge run, ask students to beat their previous accomplished distance and/or completion time.
- Have students wear pedometers and ask students to estimate how many steps they can accomplish during the run.
- Increase distance or time for the run.
Activity Plan

TITLE: Run and Stretch (Exercises to Increase Flexibility)

KEY SKILL(S) and CONCEPT(S): Flexibility, strength, cardiovascular endurance

General stretching principles:
- Warm up before stretching. Example: slow walking while pumping arms.
- Keep knees slightly bent.
- Hold stretches for at least 20-30 seconds.
- No bouncing or jerking during stretches.
- Stretch equally on both sides.
- Breathe normally while stretching.
- Stretch after running.

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:
- Understand the importance of flexibility, stretching and injury prevention.
- Demonstrate appropriate warm up and stretching practices.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):
- 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 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 settings.
- 6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED: Whistles, signal systems, stopwatch, cones, stretch photos (preferably laminated/sheet protected and posted as directed). Flexibility photos provided on the NASPE/ING RFSB website: www.naspeinfo.org/run

DESCRIPTION:
Place stretch photos and directional arrows around your route (inside the school hall ways, outside loop, or local training area). Stagger students along the route or training areas by grade, clusters of students, etc. enabling a safe workout.

Option A - indoor activity: Students run for six minutes along the designated route. After six minutes announce (intercom, bull horn, whistles, music or any signal) for students to run to nearest stretch photo. Perform that stretch for two minutes then announce on preferred signal to start running again. Continue this cycle with four intervals of running and three intervals of stretching. Conclude with walking to cool down and continue back to the origination area. Maintain safe supervision at all times.

Option B - outdoor activity: To perform this activity outdoors, place signs around a safe perimeter within the school property. Have staff, parent volunteers, or older student helpers scattered along the course with stopwatches to monitor time intervals. Announce every six minutes when to stop and find the nearest stretching photo. Perform that stretch for two minutes then announce on preferred signal to start running again. Continue this cycle with four intervals of running and three intervals of stretching. Conclude with walking to cool down and continue back to the origination area. Maintain safe supervision at all times.

VARIATIONS AND/OR EXTENSIONS:
- Incorporate time intervals appropriate for your student population based on ability and age.
- Increase one - two minutes of running interval times per week.
- For older or more experienced students add “speed challenges” within the running interval challenging students to run a little faster.

Activity idea submitted by ING RFSB School Awards Program committee member Cathy Caldwell, Shamrock Springs Elementary School (IN).
TITLE: Steal the Pin

KEY SKILL(S) and CONCEPT(S): Speed, agility, fleeing, dodging

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:
- Demonstrate teamwork and improve/maintain cardiovascular fitness.
- Implement strategy to successfully accomplish objectives in the game.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

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MATERIALS NEEDED: Foam Frisbee, bowling pins, cones, two hula hoops

DESCRIPTION:
Warm-up: Freeze Tag (Five minutes)
Pick three people to be taggers and give them each a foam Frisbee. Taggers use the Frisbee to touch tag other students – they do not throw the Frisbee to tag others. Once a student is tagged, he/she becomes “frozen” and stands with their hand up. Students still in the game can come by and give them a “high five” in order to unfreeze them. Play for one minute, switch taggers and repeat the game. Continue for five minutes.

Basic Play Procedure: Students have three options when playing the game: 1) they can stay on their own side and guard their pins; 2) they can sneak over to the other side and try to steal one pin and bring it over to their side; or 3) they can sneak over to the other side and rescue one of their teammates from the jail. They cannot rescue a teammate and steal a pin on the same trip. The game usually lasts 20 minutes. At the end of the designated time period the team with the most pins is the winner.

Setup:

TEACHING SUGGESTIONS/TIPS:
- Students are not allowed to guard the jails.
- If someone slides on the floor, he/she need to pick up any pins knocked over and go directly to the jail.
- If a student touches a pin or a person in the jail on the opposite side of the gym before he/she is tagged, a “free back” is given to that student.
- Students can use “rock, paper, scissors” to settle any disagreements.
Activity Plan

TITLE: The Cone Game

KEY SKILL(S) and CONCEPT(S): Teamwork, speed, agility

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:
- Demonstrate teamwork while working to improve speed and agility.
- Demonstrate knowledge and understanding of the play protocol by following the rules appropriately.
- Recognize individual similarities and differences and participate cooperatively in class activities.
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MATERIALS NEEDED: Index cards, 10-12 each of cones, colored markers or crayons, objects to hide under cones that match colors of markers or crayons used

DESCRIPTION:
Spread a group of cones (10-12) out in a large open area. Put one colored object under each cone – make sure that each cone has a different color object. Divide students into small groups (two-three students per group). Give each group one index card with a series of colors on it (e.g. red, yellow, green, red, blue, purple, black, yellow). One person from each group runs in search of the object that matches the first color on his/her index card. Students should continue to run and look under cones (making sure to keep the colors a secret from the other participants) until they find the correct one. Once students find a matching object they have to put a mark on the index card next to the corresponding color to “prove” that they found the right one. Students then return to the group and pass on the index card to the next person to search for the second color on the card. Continue playing until the group has found all of the colors on the card.

TEACHING SUGGESTIONS/TIPS:
- Keep groups small (two - three students) to encourage maximal participation time.
- Encourage positive behavior. Ask students to stay on their feet and contact free. Deduct an object found on a group’s index card for contact, sliding/falling or other inappropriate behavior.

VARIATIONS AND/OR EXTENSIONS:
- For large class sizes add extra cones with additional colored objects to eliminate students bumping into each other.
- Use shapes instead of colors.
- Add a 20 second strength exercise or stretch to complete at each cone. Example: push-ups, an abdominal muscles exercise, lunges, triceps stretch.

On your mark, get set, give them a healthy start.
Activity Plan

TITLE: Buddy Run

KEY SKILLS(S) and CONCEPT(S): Breathing, pacing, and teamwork

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVES(S): Students will be able to:
- Demonstrate proper breathing techniques while pacing themselves appropriately.
- Recognize individual differences in pacing with each other.

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MATERIALS NEEDED: Stopwatch (if activity is timed)

DESCRIPTION:
Pair up with a buddy to run. Students will circle the track, jogging the straights at a pace where they are unable to hold a conversation with their buddy. Students should be thinking about breathing correctly. When they get to the curves the pace should be slower, allowing for them to talk to their buddy about a specific topic. Continue this activity alternating between the straights and the curves for a designated number of laps or time period.

TEACHING SUGGESTIONS/TIPS:
- When students are running around the curves, they can be instructed to keep their shoulders relaxed by shaking their arms out at their sides and taking deeper controlled breaths.
- Breathe in through the nose and mouth and out through the mouth. Breathe in for a count of 3, and out for a count of 2.

VARIATIONS AND/OR SUGGESTIONS:
- If you do not have a track, you can alter your space to make a small track area in the gym and run one lap while focus is on breathing and run one lap while talking.
- Topics for the relaxed run can include: favorite animal, activity, book, movie, “I Spy”
- If a student does not have a buddy, the student can sing a song during the curves instead of holding a conversation.
- Students can take turns bringing up the topic/conversation and alternate every curve.