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Kines 464

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**Section 1:**

Fitness Integration Project

Students in the third through fifth grade band are typically developing skills at the control to utilization GLSP levels. It is safe to assume that most students up to first grade will be at the precontrol level (Graham, Holt/Hale & Parker, 2013). In upper grades, however, we typically find few children at the precontrol level, a number at the control level, some at the utilization level, and a few at the proficiency level (Graham, Holt/Hale & Parker, 2013). As it is likely that all classes will have a wide range of ability levels for specific skills, physical educators must incorporate activities that developmentally appropriate and cater to the learning needs of all students.

It is important to recognize that the generic levels of skill proficiency describe the ability level of students for a variety of skills. For example, a student may be at the precontrol level for throwing, but at the utilization level for kicking. When incorporating fitness activities into a program, this range in skill level must be taken into consideration. After gaining an understanding of the overall ability level of a class, the teacher must plan activities that will provide all students with a positive learning experience. At the elementary level, the most appropriate fitness activities will be those that are easily adaptable and allow students at all skill levels to progress.

When incorporating fitness activities into my physical education program, I selected activities that will increase the fitness levels of all students through the use of differentiated instruction. Using intra-task variation and teaching by invitation will allow me to modify activities and increase the fitness levels of all students. For example, during a fitness circuit, telling a struggling student to perform modified push-ups on his or her knees will promote success. As the student improves, I will encourage him or her to take on the challenge of completing regular push-ups. This use of intra-task variation will provide the student with a more enjoyable and meaningful learning experience.

As I developed a plan for implementing fitness into my physical education program, I focused on including activities that will encourage students to maintain a physically active lifestyle, while developing an understanding of the benefits of exercising. This led to my idea of incorporating “Fitness Fridays” into the yearly schedule for all of my classes. Every other Friday of the year, I will have all of my classes participate in some type of fitness activity throughout the class period. Fitness Fridays will focus on the four fitness categories of aerobic fitness, muscular strength and endurance, flexibility, and body composition. All of the activities are designed to put a fun twist on fitness through games and group challenges. Any of the fitness games will include movement patterns that were covered in the primary grade band. Throughout the course of the year, the difficulty of challenges will increase and require students to apply their recently developed skills in a variety fitness activities.

In addition, I wanted to develop a system that promotes fitness beyond physical education class and encourages students to develop their fitness skills outside of school. “Physical education teachers have the ability to influence and increase adolescent physical activity within and outside of class specifically, through the use of homework (Hannon, J. C./ Williams).” Over the course of the year, I will have students hand in a “fitness challenge” worksheet on every other Friday. These homework assignments will be due during the alternate weeks when we do not have “Fitness Friday.” The challenges will include a checklist of fitness tasks to be completed throughout the week. Students will complete the challenge sheet for the category they choose and attempt to beat the “challenge score” for all exercises. Each week, the challenges will increase in difficulty and students will track their progress!

Overall, the main goal of the “Fitness Friday” program is to help all students develop an enjoyment for lifelong physical fitness. Through creative fitness games and activities, students are more likely to engage in fitness activities daily. In addition, students will be encouraged to participate in physical fitness outside of school through the “Fitness Challenge” homework assignments. All students will enhance their ability levels and fitness knowledge after leaving this physical education program!

References

Graham, G., Holt/Hale, S., & Parker, M. (2013). Teaching physical fitness, physical activity, and wellness. In *Children Moving: A Reflective Approach to Teaching Physical Education* (9th ed). NY, USA: McGraw Hill.

Hannon, J. C., & Williams, S. M. (). Physical Education Homework That Involves the Family. *Strategies*, *26*.

**Section 2:**

**Aerobic Fitness**

* **Four Corners:** Each corner of the gym will be labeled with an exercise. When the music starts, students will begin running around the perimeter of the gym counter-clockwise. Once the music is stopped, each student will stop at the corner of the gym they are closest to. The teacher will pick two popsicle sticks with students names labeled on them. These two students will roll the fitness dice, together the class will add the two numbers that the dice reveal and then perform the exercise for the corner they are standing in.

* **Partner war:** Students will be grouped in pairs for this activity. Partners will sit on the floor, facing each other. Each partner will have a stack of cards on a poly spot. On a 1,2,3 count, both partners will flip the card on the top of their deck and place them on the middle poly spot. The partner with the higher card will stand up, turn and run toward the baseline on that their back was toward initially. The other partner will be the “chaser” and attempt to tag their partner before he/she reaches the baseline. After a few rounds, students will rotate and play with a new partner. This can be played using a tournament format.
* **Fitness Treasure Hunt:** Students will be told they are pirates looking for a treasure chest! However, they must travel to throughout the ocean (gymnasium) in order to find their groups treasure chest. There will be 5-6 groups for this activity. Students will be given a team color and this will be used to identify fitness cards during the treasure hunt. Fitness cards will be placed under domes throughout the gym. The group must travel together and pick up one cone at a time, looking for their teams color card. Each card will have an exercise and repetition number written on it. When the team finds a card they must run back to their island (outside of the coned area) and complete the exercise. After collecting each card, the students will place the cards on a poly spot. After collecting all cards, the team will bring the cards to the teacher and receive a clue sheet to find their treasure!

**Muscular Strength and Endurance**

* **Casino Fitness:** A fitness circuit will be set up with different exercises at each station. The teacher will select two popsicle-sticks with names to find the dice rollers for each round. There will be two dice in the center of the gym. When the selected students roll, they will add the two numbers together and get the total number of repetitions for that station. Groups will complete the exercise of the station they are standing at. The teacher will also incorporate on the spot exercises that will be completed when the whistle is blown!
* **Wizards and Goblins:** This activity will take up most of the space in the gym, depending on class size.Three students will be the wizards and everyone else will be a goblin. The goblins will be spread out in the open space and the wizards will begin in the center of the court.The wizards have three different colored pinnies and foam noodles (wands). Each color represents a different exercise. On the whistle, the goblins will run within the coned-in space and avoid being tapped with the wand of a wizard. If a wizard tags someone with his or her wand, that student must go to the station outside of the playing area labeled with that wizards color. At the station, the student will complete the given exercise and return to the game. The fitness dice will be rolled at the beginning of each round to set the number of repetitions for each exercise.
* **Fitness Capture the flag**: This activity will be set up like a regular game of capture the flag. The teams will attempt to take the opponent’s flag, without being caught on their side. When a student is tagged within the other team’s boundaries, he or she will go to jail. At each jail, there is a list of various fitness activities that must be completed before returning to the game of capture the flag. New fitness activity worksheets will be incorporated after each round.

**Flexibility**

* **Flexibility Spelling:** Students will work in groups for this activity. One student will be the “guesser” and the rest of the students will be the word spellers. The spellers will select a word from a hat, without showing it to the “guesser.” The group will work together to shape their bodies into the letters and form the word. The “guesser” will attempt to identify the word the group has made. Encourage the students to use different levels and sizes. Challenge the students by telling the group they cannot speak when forming the word.
* **Stretch Wave:** Students will be put into groups of six to eight for this activity. One student will begin by performing a stretch and holding it. One at a time in the clockwise direction, students will perform the same stretch. After this stretch is complete, the student to the left to perform a different stretch and the sequence continues. This will be used as an instant activity prior to a fitness game.
* **Stretch Leader:** Students will spread out within the open space of the gym for this activity. One student will be wearing the “fitness hat” he or she will be the stretch leader. When the music starts, students will move around within the open space of the gym. When the music pauses, all students will look at the “stretch leader” who will perform a static or dynamic stretch. All students will follow along and perform the same stretch. Each round a new stretch leader will be selected. This will be used as an instant activity before a fitness game.

**Body Composition**

* **Fat Cell Invasion:** The objective of this activity is to introduce the concept of body composition to the students. This is a scooter board activity with 4 teams; each team is a different color. The teacher will inform students that they are lean body tissues that need to get the appropriate nutrients (objects placed at center court). Each team will be assigned to a corner with a color hula hoop and wear pinnies matching that color. The goal is for each team to retrieve as many nutrients as they can from center court and return the objects to their team’s hoop. However, four students will be wearing black pinnies, they will be the fat cells. The students will travel on their scooters and attempt to steal all of the nutrients from lean body tissues, returning them to the black hoop. After time expires for a round, teams will count the number of nutrients they were able to collect and new fat cells will be collected.
* **Fat cells and lean body tissue:** This activity will be based off of the game “sharks and minnows.” All students will line up on one baseline of the basketball court (lean body tissue). Two students will be selected as “fat cells” and stand at center court. When the teacher says go, all of the lean body tissue will attempt to run to the other baseline without being tagged by a fat cell. If a student gets tagged by a fat cell, he or she will become a fat cell and tag lean body tissue for the next round. This will continue until only a few students are left as lean body tissue.
* **Body Composition Castle Ball:** This fitness game will be an adapted version of team castle ball. The class will be divided into four teams. Each team represents a different part of the body that makes up body composition (muscle, fat, bone, organs). Each team will set up a “castle” using hula hoops. The goal is to knock down the castles of opposing teams by throwing the balls within the playing area. Teams are allowed to protect their castle. When a team’s castle gets knocked down, the group must complete the assigned exercise for that round, before rebuilding their castle. Fitness dice will be used to determine the exercise and number of repetitions for each round.

**Unit Goals/Objectives**

* Psychomotor
  + Students will demonstrate proper form/technique for a variety of fitness skills and movement patterns when engaging in the “Fitness Friday” activities.
* Cognitive
  + 1. Students will understand the difference between aerobic fitness, muscular strength and endurance, flexibility, and body composition through “Fitness Challenge” homework worksheets.
  + 2. Students will understand how to record performance data on the “Fitness Challenge” homework worksheets.
* Affective
  + 1. Students will use communication and cooperation skills when working with others during fitness activities and games.
  + 2. Students will understand how to incorporate physical fitness into their daily schedule through “Fitness Challenge” homework assignments.
* NASPE Standards
  + **Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
  + **Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
  + **Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**C) Equipment**

* Hula Hoops
* Foam Balls
* Scooters
* Deck of playing cards
* Fitness station signs
* Music
* Cones
* Jump Ropes
* Fitness homework challenge worksheets
* Pinnies
* Poly Spots
* Foam Dice
* Variety of objects for “nutrients”

**D) Teaching Models and Strategies**

* TBI
  + Teaching By Invitation will allow students to select from a variety of equipment and personal challenges on “Fitness Fridays.” In addition, during the stretching activities, students are given the opportunity to choose any static or dynamic stretch they prefer. There will be different fitness homework challenges for students to choose from. Each challenge will focus on a specific fitness category to help students identify the differences among these categories.
* ITV
  + Through intra-task variation, I will be able to meet the learning needs of all students. After recognizing the differences in skill level among the students, I will use intra-task variation to make tasks easier or more challenging for specific students. This strategy is important for helping all students’ progress throughout the year. Some students may need to perform a modified push-up, where others may need to increase the number of repetitions they complete for an exercise. Either way, all students will benefit from intra-task variation.
* Pinpointing
  + I will use positive pinpointing when a student is performing a fitness skill or movement correctly. For instance, during a fitness circuit, I will have students freeze and watch a few students demonstrate the proper form for a push-up. This will not only offer a visual example of proper technique but give the students who were pinpointed a sense of accomplishment.
* Specific-Congruent Feedback:
  + I will give students a lot of specific-congruent feedback in order to emphasize the cues for a variety of exercises and praise students during activities.

**E) Assessment Strategies (5)**

* Fitness Testing
  + Fitness testing will be completed four times throughout the year (once every nine weeks). Each student will have a fitness testing portfolio that will be used to track progression in all fitness categories. Fitness testing will also be beneficial for the teachings to evaluate the effectiveness of “Fitness Friday” activities.
* Peer Assessment
  + Students will complete peer observation assessments, during fitness circuits. Each student will observe a partner and complete a peer observation checklist. The checklist will be specific to simple cues and will include pictures of correct technique. These peer observation checklists will also be held in the student portfolios.
* Exit Slips
  + Exit slips will be completed periodically. These will include simple short answer questions based on topics covered in the lesson. These will be important for assessing understanding of topics such as body composition and benefits of exercising daily.
* Teacher Observation
  + Teacher observation will be used during activities such as fitness circuits. An observation checklist will be used and includes a grading scale. In addition, the icoach application will be used on the iPad to record students technique for various fitness skills and provide immediate feedback. These videos will be placed in the student’s profile for the 3-Ring Application and help to track progression.
* Fitness Challenge Homework
  + Students will complete Fitness challenge homework worksheets for the weeks that we do not have “Fitness Friday.” These worksheets will be handed out at the beginning of each week, so students have time to complete the exercise challenges. Students will be able to select from a variety of challenges that cover the aerobic fitness, muscular strength and endurance, flexibility, and body-composition categories. At the beginning of the year, a letter will be sent home to parents informing them of the fitness challenge homework. This will also get parents involved and aware of the physical education program.

**Timeline:**

* “Fitness Fridays” will take place in physical education on every other Friday of the year (18 weeks). These class periods will include fitness activities for the instant activity and core activities for the class period. Throughout the year, aerobic fitness, muscular strength and endurance, flexibility, and body composition will be covered in the program. Fitness testing will be used to track student progression for fitness levels in all categories and will be conducted on four Fridays during the year (every 9 weeks). In addition, students will be assigned “Fitness Challenge” homework assignments during the weeks when we do not have “Fitness Friday” or fitness testing (14 weeks). Over this 36-week period, fitness portfolios will be kept for each student. These will be used to track progression and assessment data of all students.