

Fitness Routines



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Introduction

Welcome to Fitness Routines! Without a doubt, one of the wonderful and yet challenging aspects to teaching physical education is in developing and delivering various interesting, unique, effective and fun fitness routines. Some are included here and some you may not have seen before.

I find that if you have just a handful of good fitness routines you can bank on, and rotate throughout the year, life is much better, for both the teacher and the students. Like always, its fun to throw in new ones along the way to make to the program exciting.

But the key is the core, of your 6-8 fitness routines that you can truly teach, and students start to know really well. Far too many programs fail at this very simple requirement. I've worked at programs, (part-time school/part time teachers coming to my school) and they only had one or two fitness routines! That's it! If they were outside none. We are robbing our children. If you are one them or your program need a tad bit of assistance in this area, life is about to look much brighter.

To keep things clear, I'll stick with definition **fitness routines**. Dr. Robert Pangrazi uses the term **fitness development activities**. Several decades ago I was introduced to amazing fitness routines from Dr. Pangrazi's presentation at MAHPERD's Spring Fling at Towson State. (I still have his 45 page handout!) I can say without a doubt, his talk and presentation changed my life and teaching that day. I was never the same after it. The next day, like he suggested, I went to a music store and bought a tambourine, wooden block and tom tom (small drum and stick) to teach fitness/rhythms and locomotor movements to my students.



Thanks you Dr. Pangrazi!

I worked really hard to improve my skills and fitness routines learning how to incorporate my new PE rhythm tools. It took bit of practice but I got down. These new tools have been with me the last several decades, every day since that session. They travel with me from school to school. I greet my classes holding my tambourine, drum or wooden block- all thanks to that one session by Dr. Pangrazi. I met him this last fall at the Shape MD state session 2023 and shared this story and a couple others, of how this influenced me. If these fitness tools are good enough for him to use, and it changed my life, maybe give them a try.

Of the 20 included fitness routines, you will clearly see some are simple, with more of a focus on fun, social and with a game like approach. They are meant to be brief, one song length or so. We progress on the spectrum with the others being more structured with the focus tailored toward being more formal and the more serious side of exercise. These take a bit longer. Kids need and love both. All use cooperation and honesty as an overriding principle.

A couple key concepts to consider:

- ✓ Teach using an intelligent transfer system from game to game. Rules and policies transfer across all activities and games. Student then make connections from the various units.
- ✓ Every game/activity: Rules and procedures are written down. Use mini posters/clipboard/large posters. Flash cards. Word walls.
- ✓ Diagram the games: Simple game diagram is worth a lot words. Less talk=more play.
- ✓ Character/Social Skills: What character or social skills are you teaching in this game? If we don't have one, and we're not practicing it in activity or game, we're not playing the game. Hence, why are we playing the game? To practice what social skill? Standards 5
- ✓ Motor Skills Development: What specific skills are we teaching and practicing in this game? Okay it's fun, great! Is the FR a good match, a good vehicle for this _____ skill?
- ✓ Use the progression and sequence theory: We *live* here. From simple to complex approach.
- ✓ Game Stages-development approach: Match the appropriate level to the students.
- ✓ Make it fun and meaningful. Kids are smart and want to learn something- make it challenging and fun. When in doubt, go for it! Adapt, use progressions.
- ✓ Just like in other curriculum areas of PE, we can use goal setting, self-directed (student agency) and developing leadership among other positive human attributes. Picking just one is a great start.
- ✓ Assessment: a simple rubric works fine, scan grade and assessment booklets.

- ✓ Pedometer and Heart Rate monitors: both are excellent, can be very expensive and complicated to implement. Some teachers are experts in this area.
- ✓ PulseBar (Sportime): Great for stations/gives instant pulse rates.
- ✓ Heart Rate Zone Posters and Perceived Exertion Posters matched with PulseBar.



Fitness Routines/Links

- Personal Space Fitness
- Scatter Fitness
- Jog and Power Walk
- Mission Impossible Cards
- Clock Fitness
- Dice Fitness
- Dice Locomotor
- Rock, Paper, Scissor Fitness
- Partner Fitness Skipping
- Squad Fitness
- Traffic Light Fitness
- 4 Corners Fitness
- Exercise Lines
- European Relay Challenges
- Fit12-Cube Fitness (BSN Sports)
- Poly Spot Fitness
- Cone Folder Fitness Lanes
- Gauntlet 1 & 2 (C. Southland/Sarratt)
- Fun & Fitness Station
- Game Play!

Personal Space Fitness: Exercise Skills and Calisthenics

Introduction

Agility, balance, core (ABC) stability muscular strength and endurance and a little of cardio is what we are after here. Some theories don't believe in this system. I have read, and visited programs, like Dr. Brian Barrett's, that do not offer this style of training- Just the **games approach** to teaching/learning.

I taught international kids for 29 years, some would enter my school from overseas with excellent calisthenics skills, amazing body control, even at a younger age. This taught me a valuable lesson early in my career -youngsters need to also experience exercise skills / calisthenics as they grow into their bodies. They need to own these skills. This helps them to perform many other sports skills and become much more confident. For example, performing Jumping Jacks, will lead to learning the straddle trick with jump rope. Also, by performing the following skills during the school year, by the time they get to the stunts and tumbling unit they are so far better able to perform the stunts and "tricks." How is a student ever going to be able to do a **forward roll** or "**back rockers to stand trick**" if they have not done lots of curl-ups? Do them correctly and a variety of abdominal work. Make it fun.

Why are playing this game?

- ✓ To learn and practice very basic exercise skills/calisthenics youngsters need to learn and use throughout the school year
- ✓ To learn how to use agility, balance and core stability as we exercise the ABC's of exercise

Equipment

- lively music
- tambourine
- poly spots if you would like present spacing of students
- Word walls/flash cards
- big chart / list of exercises/diagram of exercises/clip art

(A brief examples)

Jumping Jacks



Snow Skier (side to side jumping)



Bell (front to back jumping)

Mixer

(front to back & side to side jumping)



Knees-Up (In place Jogging)



Push-Ups



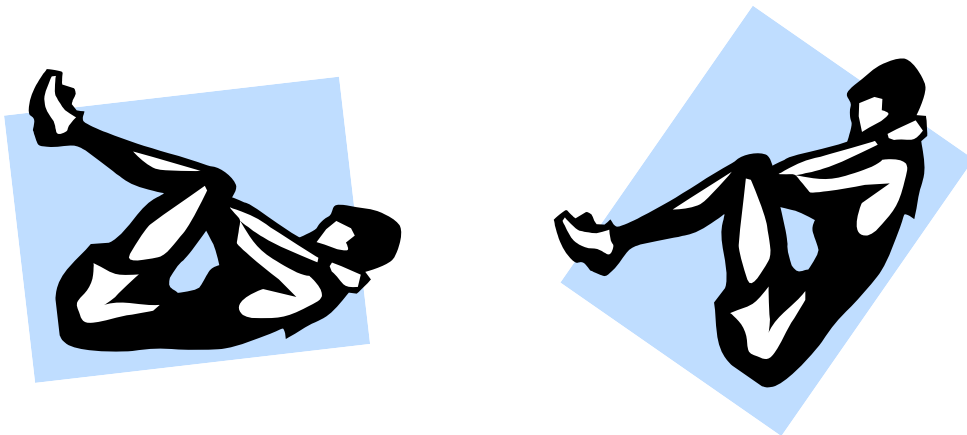
Curl-Ups

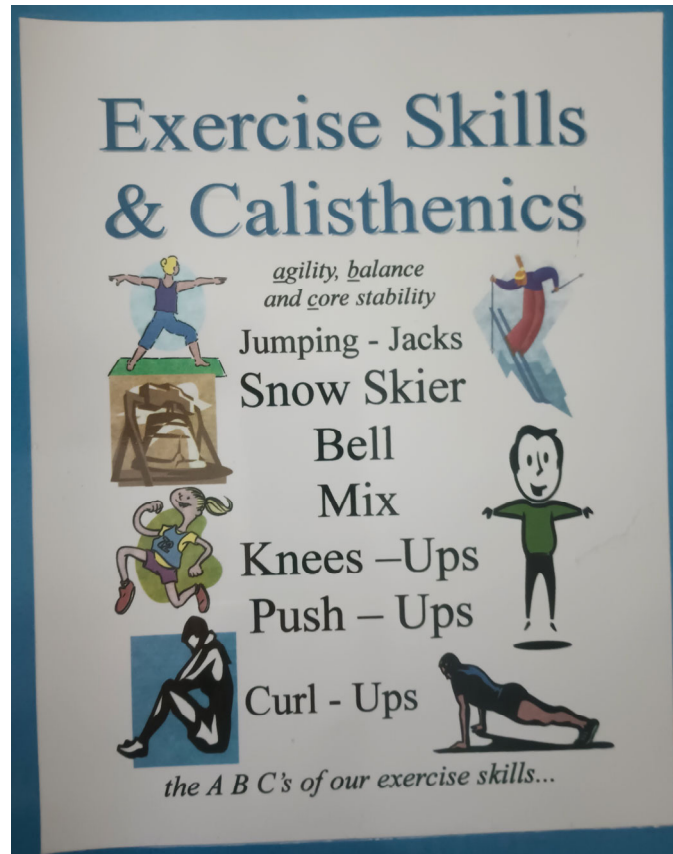
Mountain Climbers / Sprinters



Burpees

ABC of Fitness: agility, balance and core stability





Exercise Skills & Calisthenics Mini Wall Poster

Organization:

- Students spread out equally and facing the teacher

How do we play this game/routine?

It is not necessary to spend much time on this nor do this every PE class of course. But at the beginning of the school year, cover/review several exercise skills calisthenics per class. Go through them every so often is sound practice. Just try to keep them honed, if your will. Often, they can and will be integrated into play, fitness activities / routines and games. But the basic foundation / skill should be taught and good form should be expected.

I will call in order seen from list above, and then switch up the order. 15-20 seconds each or so.

Teaching tip:

- For extra fun and motivation, upper grades, have students take turns leading the exercises.
- Older students/upper grades create own list of core exercises and perform.

Scatter Fitness! (Grades 1-5)

Introduction

This is a very simple, fun and foundational fitness routine. Once students have learned scatter movements (see [Spatial Awareness](#) section), and have learned / performed [Personal Space Fitness](#) or [Squad Fitness](#), then this and the follow warm-up comes quite easy to youngsters. We now challenge them with scatter movements and fitness!

Please note: It's not meant to take all class period, only parts of this routine need to be done at a time. Keep it basic with locomotor skills, exercise skills and stopping skills. These need the most practice and can be done in a flash! That's the hallmark of **Scatter Fitness!**

Why are we playing this game?

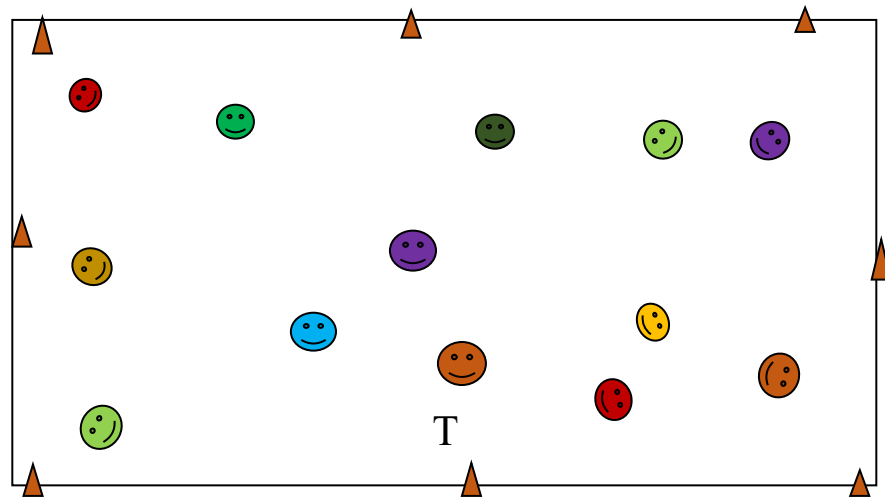
- ✓ To teach the skills of scatter movement skills and personal spacing skills while integrating fitness skills and creative movements
- ✓ To teach the skills of boundary line control while integrating fitness
- ✓ To teach stopping skills

Equipment

- Task cards/vocabulary terms for each exercise
- Lots of small cones for the NO NO line
- tambourine
- wooden block and stick

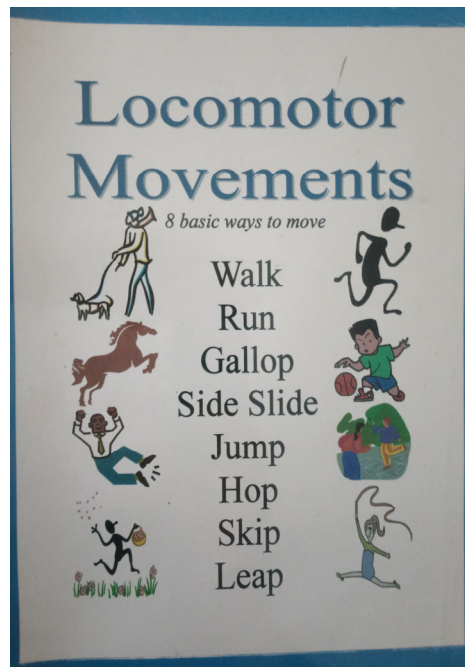
Organization

Find a personal space play area. (See diagram below)



How we play

- Using your tambourine, drum, wooden block or music system and voice, challenge the students through a fun warm-up and skill program. Each movement is about 20-40 seconds depending on movement.
- Like all warm-ups and fitness routines, we need to be careful of spacing and pacing.
- Also, it's best to use progressions.
- Use your best judgement to cycle-in age appropriate fun activities from list below.
- **Locomotor Skills:** locomotor skills: start with slower ones then faster ones, which are more challenging.



Locomotor Movement Mini Wall Poster

- **Stopping skill:** review this skill.
- **Exercise Skills/Calisthenics:** review along with new ones.
- **Animal Movements:** students choose them.
- **Sport Imitation Movements:** students choose them.
- **Dance/creative Movements:** teacher/students choose them.
- A sample call might be, *"Can you... scatter skip, stop, jumping jacks, stop, crab crawls, stop, jog, stop, Floss Dance!"*

Variations

- Have the students choose and demo the creative movements. Give students agency/voice.
- Keep this simple so you have time for your other activities.
- Progress to partner / cooperative / creative movement, etc.

Teaching tip

- First class, introduce just scatter moving, stopping and exercise skills.
- Next class, depending on time level progress with animal, sport imitation and dance challenges.
- Have a blast with this one!!!

How to Jog and Power Walk (in the gym) (Grades 3-5)**Introduction**

This may sound simple and even perhaps boring, but done right it can be one of your hallmark and foundational fitness routine (FR) that you and your students will look forward to performing and reviewing each year. Children love to jog, run and even sprint but many students need to learn and practice this most basic of skills- how to jog safely with excellent performance. Therefore, it's necessary to educate the youngsters how to jog with proper posture, good breathing, and most importantly, rock steady pacing. And teach what cardiovascular conditioning is and how to use it. **Jogging and Power Walking Fitness Routine** provides these fundamental athletic, mental and emotional skills.

I prefer to use this very simple fitness routine/drill early in the school year, however, only for a week or two at the most. This is a learning fitness routine, not the boring daily activity that's so common in PE programs across our county. Unfortunately I've seen this in problematic PE programs that I discussed in the introduction; warm-up daily laps! No! That's not what our goal structure is here.

Back to our FR, students will be doing so much running in a variety of fitness routines, drills, challenges, mini games, maybe even our annual school fundraiser. It's critical they have the instruction and training early, to practice first, as a **Fitness Routine** and really learn it the art of pacing and jogging, truly master it for their age group and experience level.

Why are playing this game?

- ✓ To teach pacing and not racing
- ✓ Skill of jogging and power walking
- ✓ Teaching safe effective jogging and challenge
- ✓ What is CV/CR endurance? Lungs, heart and muscles?
- ✓ How to control body breathing/heart rate?
- ✓ When is the best time to get water?

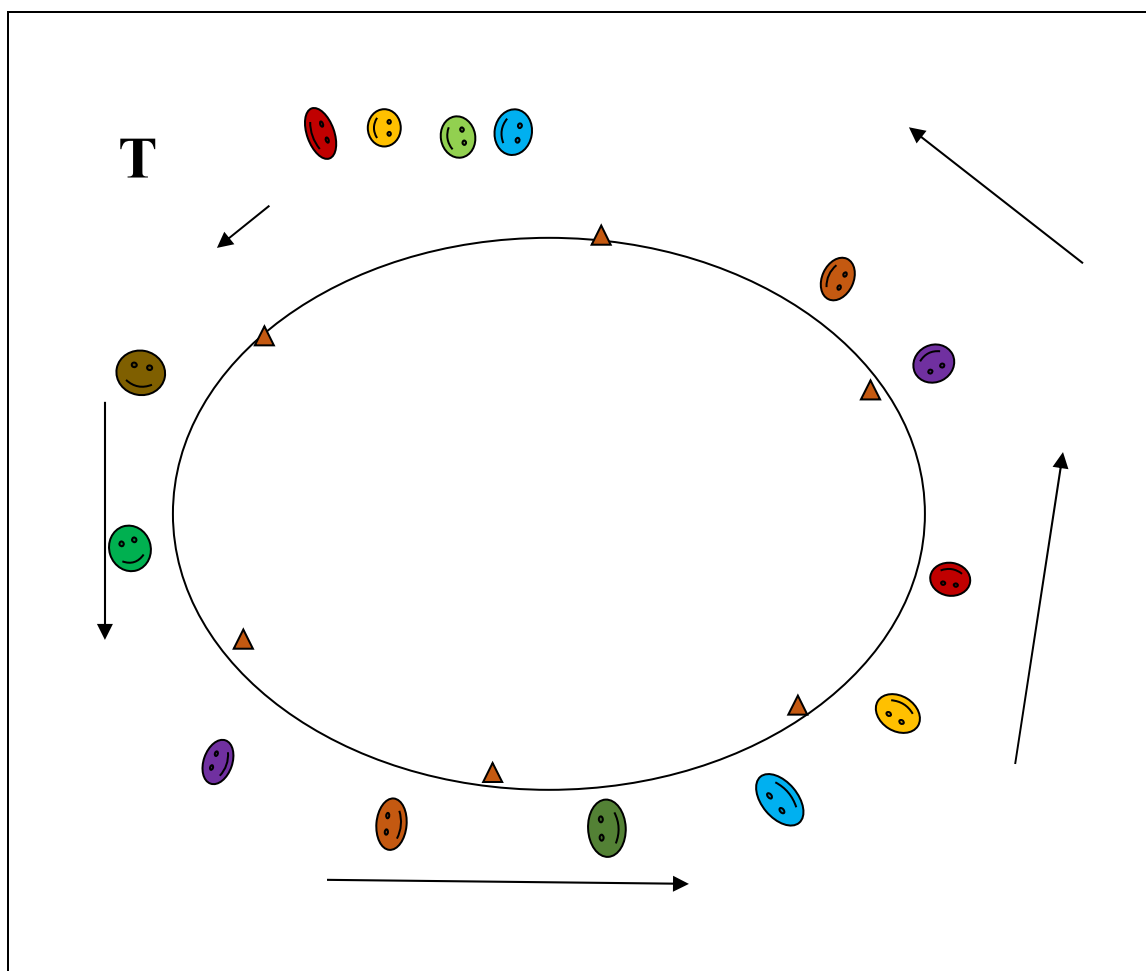
Equipment

- stereo and lively music
- 6-8 medium to tall traffic cones/create oval/tape line
- tambourine
- wooden block and stick
- timer/cell phone
- Heart /CV posters:



Organization: (See diagram below)

Set up an oval track in your gym or outside field. There should be plenty of room for students to jog around the track and continue their momentum through the turns with enough space for safety from the walls.



How we play:

Teacher/student(s) demo safe pacing and not racing with steady jogging. It is vital for safety to have student demonstrators. This can set a proper tone. For large classes or the very first time, a teaching tip is divide your class ½ at time and challenge each group to be the best. A minute or two at a time, switch groups, then combine both groups.

1. Concentrate on your body; the mind-body– connection.
2. ***Start outside of the all cones/oval.*** Do not cut inside the cones, clipping or cutting others.
3. ***Power walk fast*** for 30 seconds to start. Power walk and jog tall for good core, posture and better breathing.
4. 30-60 seconds ***jog slowly*** around the cones, eyes forward, not looking to the left or right at the others. “*We are pacing—not racing”*”
5. Make a slight ***gentle turn***, keeping your speed at the turning cones. Do not bunch up at the turn or the cones; keep your space & speed.
6. Again, concentrate on your breathing & body to feel it. Feel your legs, lungs and heart. You may need to slow down just a bit, if tired, or may want to speed up just a tad, if not tired at all. Your body will tell you if you listen to it...
7. ***Try not drink during the jog*** only, during the power walk. Or after the activity.
8. Faster joggers & walkers on the ***outside loops***. Toward the outside.
Slower power walkers only on the ***inside loops***. (Again, inside area for slower walkers.)
9. ***Stopping Skills*** standing tall, no knee slides or falls.

Variation/Progression:

Test Time Challenge: The art of pacing is not racing, test time.

Time the class and document how long they all can jog. Can they all make 30 seconds, 45 seconds, 1 minutes, 2 minutes, Etc.? Now the kids are really pacing and working toward a good goal! You’ll be impressed how well they did.

Teaching Tip:

Put the score in your gradebook. To document, assess, show them, and most importantly, motivate them! Now you got something! How will they do next class/week?

Mission Impossible Fitness Challenge Cards (Grades 1-5 / Sarratt)



Introduction

I made up this very simple warm-up/routine to challenge students to work together in small groups and, most importantly, independently. After I explain the fitness routine, I gently tease and taunt the students by saying *“This will be impossible for you to do, won’t it?”* And, of course, they respond, *“No, we can do this!!!”* Hence, ***Mission Impossible***...turns into ***Mission Possible***...just what we want.

Why are we playing this game/warm-up?

- ✓ To work cooperatively and independently/interdependently by sharing and taking turns in small groups while performing exercise skills

Equipment: (See sample Mission Impossible Challenge Card below)

- Mission Impossible Fitness Challenge Cards (Task Cards)
- I would make a lot). Laminate and print on cardstock paper to last longer.
- Lively music
- Safe play area gym or outside field

Organization

Break your class down into small groups. Give each group a **Mission Impossible** (MI) card. Some students may like to work in pairs, some may work alone. That’s okay! They spread out to the play space and find a comfortable area.

(Sample)
Mission Impossible Fitness Challenge Cards



Snow Skier (side to side jumping)



Bell (front to back jumping)





Mixer (front back, side to side)



Knees-Up (in place jogging)



Push-Ups

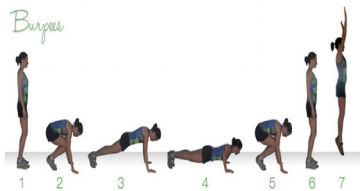




Curl-ups
 _____ (Grades 3-5 below) _____

Mountain Climber / Sprinter

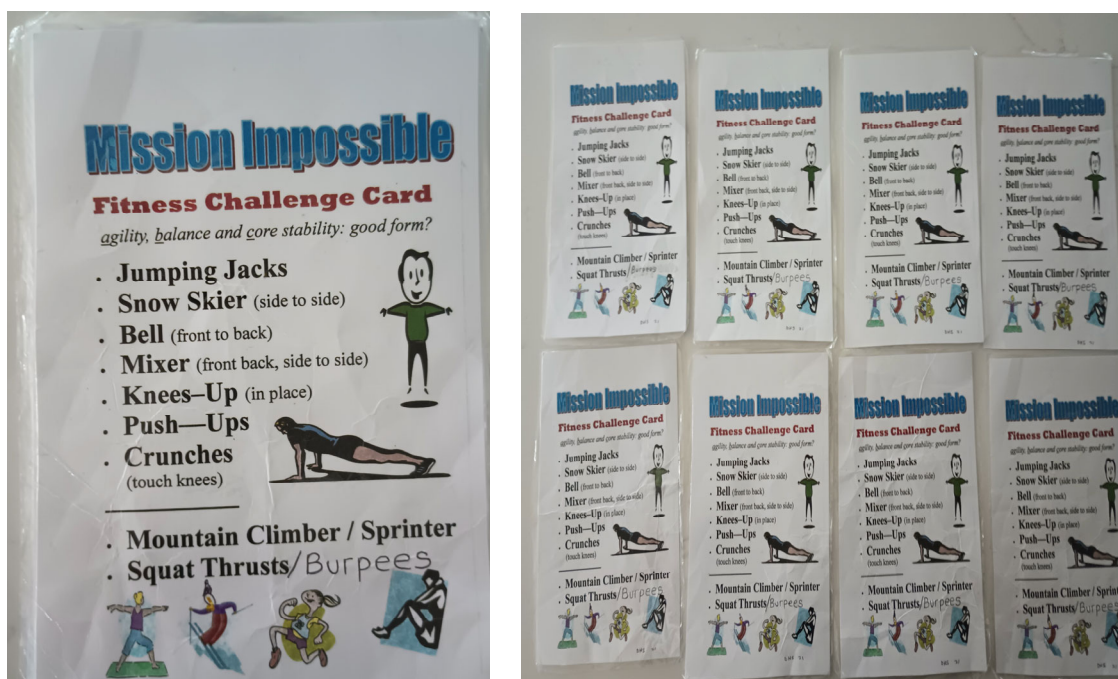




Burpees

ABC of Fitness: agility, balance and core stability

Mission Impossible Fitness Challenge Card



Mission Impossible Fitness Challenge Cards: 5 X 7 inch

How we play

I keep this simple. Again, create a bunch MI Fitness Challenge Cards and, if possible, laminate them so they will last for a few years. Of course, as you can see, using creative cute clip art/photos helps. Your youngsters should know how to perform the exercises before performing this routine; they don't have to master the exercises before beginning.

Lead student calls out one exercise and begins that exercise and the entire group performs it too for 15-30 seconds or so. Not long. Then that student hands the card to another student, and whole group shares, taking turns. All players take turns and encourage each other!

They do not need to go in order/down the list, but in any order they wish. It's fine to repeat the exercise. After one song or so the MI FR is over. Time to transition, and teacher walks around collects cards.

Check in: As you collect cards, teacher gets "mission report" from each group/student. How did they do? Mini assessment. How did the groups/students cooperate, share, take turns and perform the MI Fitness Challenges?

- Students give you thumbs up, thumbs down, thumbs sideways.

Variation/progression

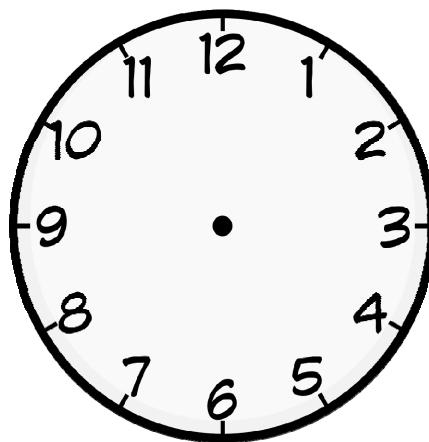
- Make new MI Fitness Challenge Cards
- Have students make their own MI FCC.
- On the backside: flexibility poses; modified hurdle, straddle & butterfly.



Teaching tip (Use gradual release of responsibility model)

- When first teaching younger grades help them make groups, find space get set-up etc.
- Go through/ call out the exercises for them all groups/teams the first time or two. They are still in their groups, and feel a sense of independence. We are using gradual release of responsibility, they are learning maturity.
- Next time they are to call out exercise on their own. Again, it helps to have cute clip art next to each exercise/word.
- Third time, kids can, with teacher's leadership, learn how to pass and share the cards and call out the exercises!

Clock Fitness



What time is it? Clock Fitness time!

Introduction

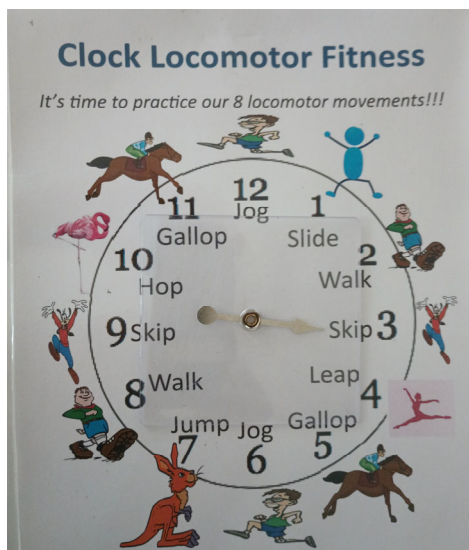
It's time for fitness! This and the couple following fitness routines use a game board approach, and help to make fitness delightful. We continue the small group and cooperative theme from MI Fitness above.

Why are we playing this game?

- ✓ To work cooperatively and independently by sharing and taking turns in small groups while performing a variety of exercise skills
- ✓ To learn and practice working with a clock time
- ✓ To learn how to use a “spinner” safely

Equipment

- Lively fitness music
- **Spinners:** use short pencils and larger paper clips (open one end) or buy littler spinners on the internet
- **Clock Face:** enclosed is a sample off the web. There are many. Create an 8 X 11 page size. Again use heavy duty cardstock paper so it lasts.
- **Clip art and word:** fill in each hour with the exercise/movement and clip art.



Clock Locomotor Fitness Challenge Cards & the spinner

Sample word bank.

(Sample) Word – Work out Bank of Exercises and Skills and Challenges			
<i>Cals</i>	<i>Loco</i>	<i>Flex</i>	<i>Animals</i>
Jumping Jacks	Jogging	Butterfly	Bear
Burpees	Skipping	Straddle	Turtle
Curl-ups	Power walking	(Mod.) Hurdle Left	Crab
Plank	Galloping	(Mod.) Hurdle Right	Alligator
Knees-up	Jumping		Frog
Knee Dips	Side sliding		Kangaroo

- Choose and create from the list above your **Clock Fitness** program.

Organization

Break your class down into small groups. It may work well to create multi mini play areas. For example, your basketball “lanes” area may be perfect for this, or set-up with your cones, 6 mini areas, etc.

Give each group a game board/paper and spinner. Some students may like to work in pairs, some may work alone. That’s okay! They spread out to this play space and create a circle in the middle of this space.

How we play

This brings in the concept of a game of chance, while maintaining the ever present cooperative spirit. Again, create a bunch of **Clock Fitness Challenge Cards** (see below) and if possible, laminate them, so they will last for years. As we know, using creative cute clip art brings the words alive and helps the younger children. Again, it’s proactive if your youngsters know how to perform most of the exercises before performing this routine; they don’t have to master the exercises before beginning. It’s okay to put in a few new ones to make it exciting! Can they problem solve?

The teacher and a group of students will role model this for safety and efficacy. Group leader starts by flicking the spinner, and where it and lands, she/he leads the group on the exercise journey. The entire group happily joins in too, for a 10-20+ seconds or so. Not too long-not too short... Just a little mini workout.

For animal and locomotor moves, the spinner/leader uses a mini boundary area around one or two times or so. A basketball lane area is the perfect size space. Then that student selects another student and they take turns. Leader selects next player and the group is off and playing! All players take turns and encourage each other!

It’s fine to repeat the moves. After one song or so the FR is over, time to transition and teacher walks around collects cards like in **MI Fitness**.

- **Variation**

- Create multiple levels of **Clock Fitness Cards**. Upper lever, lower level - DI.

- **Teaching Tips**

- Leave an open/time blank _____. This is ***Student choice*** _____. Kids create their movements! Student choice/agency.
- Allow for larger spacing on some movements. Like jogging and skipping around the entire gym if they want additional challenge.
- However, keep an eye out for some student groups, “*How do they always land on jogging?*”

- **Special assignment:** (grades 4-5) have students create as a group project, their own **Clock Fitness** assignment and perform it! Using multiple thinking skills. A ***Word/Work-Out Bank*** will assist them.
- *Have fun with **Clock Fitness**!*

Dice Fitness (grades 3-5, modify for grades 1-2 see below)



Introduction

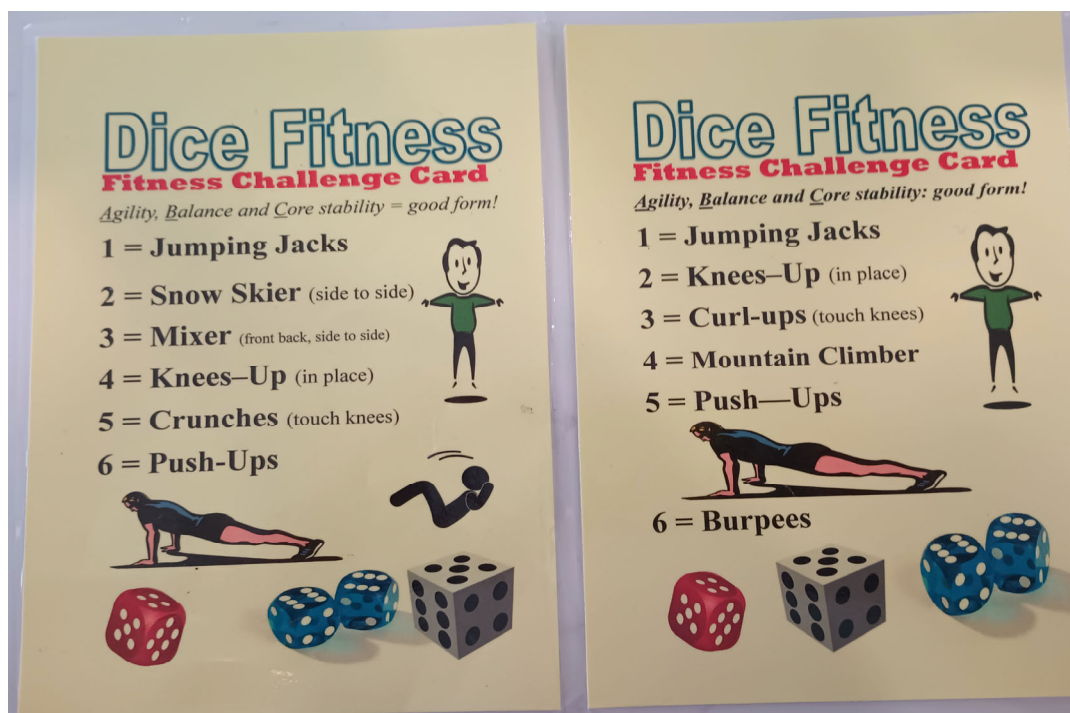
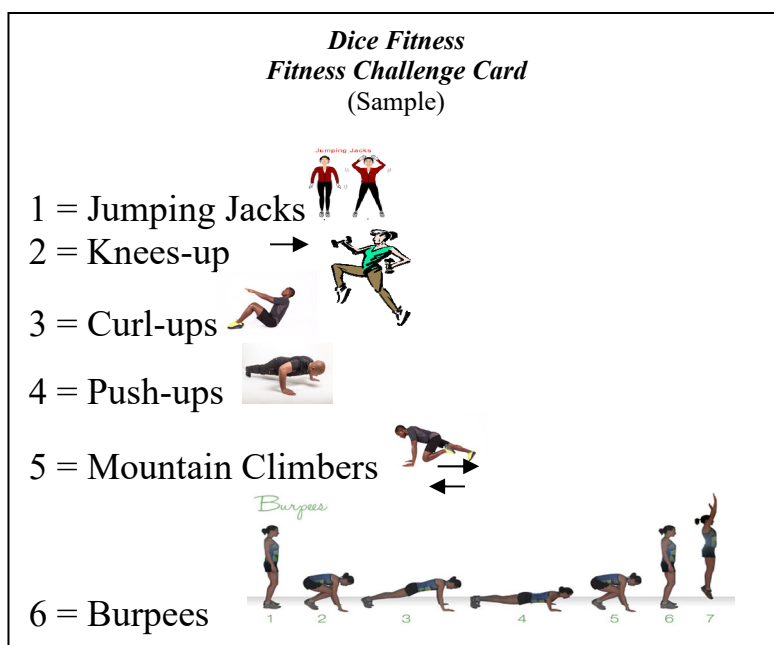
Roll some dice and make some moves nice! Much like **Clock Fitness**, **Dice Fitness** uses the game board approach and makes fitness approachable. We continue the small group and cooperative theme from previous routines.

Why are we playing this game?

- ✓ To work cooperatively and independently by sharing and taking turns in small groups while performing a variety of exercise skills.
- ✓ To learn and practice working with dice and math counting theme.
- ✓ To learn how to use a “dice” “die” and properly & safely.

Equipment

- Lively music
- Dice/Die: 1/2 per group depending on grade
- Hula Hoops (HH) one per group: HH helps collect the dice.
- Dice Fitness Cardstock Challenge Cards. Create a 6” X 8” size with lots of fun simple and creative exercises. Add clip art to the cards.



Dice Fitness Challenge Cards-two levels

Organization

Break your class down into small groups. It may work well to create multi mini play areas. Give each group a one Dice Fitness Challenge Card, two Dice and one Hula Hoop. Some players prefer to work in pairs, some may work alone. That's okay! They spread out to their play space and each group creates a circle in the middle of this space.



Dice Fitness Challenge-set-up

How we play

- **Dice Fitness** combines the game of chance, rolling dice and the cooperative spirit. There are several ways to play this game. Let's start with the typical way (Grades 3-5), and I'll explain for younger players (grades 1-2) the more simple level in the **Teaching Tips**.
- The teacher and a group students can demo/model this for safety and efficacy.
- **First Roll:** Group leader starts by first rolls of the dice into the hula hoop, and what number it lands on = the exercise the entire group will do. **3=Curl=Ups**
- **Second roll:** She/he now rolls two dice into the HH. Math time! Add them up. She/he leads the group on the exercise journey! Exercise skill and # amount. They got this!
- Example: our player rolled first dice, a #3 = Curl-ups. On the second roll with both die player rolled a 6 and 5, good roll! All the players perform 11 curl-ups at their own rate; it's not a race but a pace.
- Leader selects next player and group is off and playing! All players take turns and encourage each other! Whole class is off and rolling!
- It's fine to repeat the exercises. After one song or so the warm-up/fitness routine is over, time to transition and teacher walks around collects cards and gets a fast mini assessment, like in the previous FR.

Variation

- Create multiple levels of **Dice Fitness Cards**. Upper level, lower level - DI. (see samples above)
- Create new tricks and fun challenges/levels.

Teaching Tips

- **Special assignment:** (grades 4-5) have students create as a group project their own **Dice Fitness** assignment and get to perform it! They can add fun creative tricks tasks. Multiple thinking skills. A **Word/Work-Out Bank** will assist them like other FR.

- **One Step Dice Fitness:** (grades K-2) Keeping it simple- for lower level create simple easy challenges/card/exercises. These students/grades perform a set number fitness on each roll. For example 6-8 exercises.
 - **Example:** student rolls a 2 = Knees=up: all students in the group will perform 8 exercises, 8 total knees up each. Next player rolls a 3 = curl-up same thing, all players just do 8 curl-ups! All players take turns rolling the dice and being nice! This keeps it simple, fun, social, keeps things rolling, and still has that game of chance! They love it!
- *Have fun with **Dice Fitness!***

Dice Locomotor Fitness Challenge Card (grades k-2)



Introduction

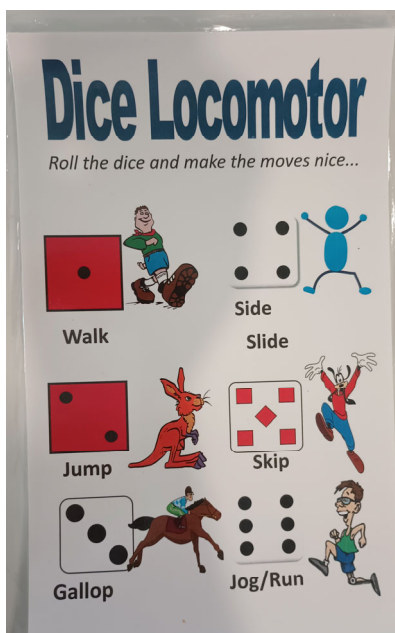
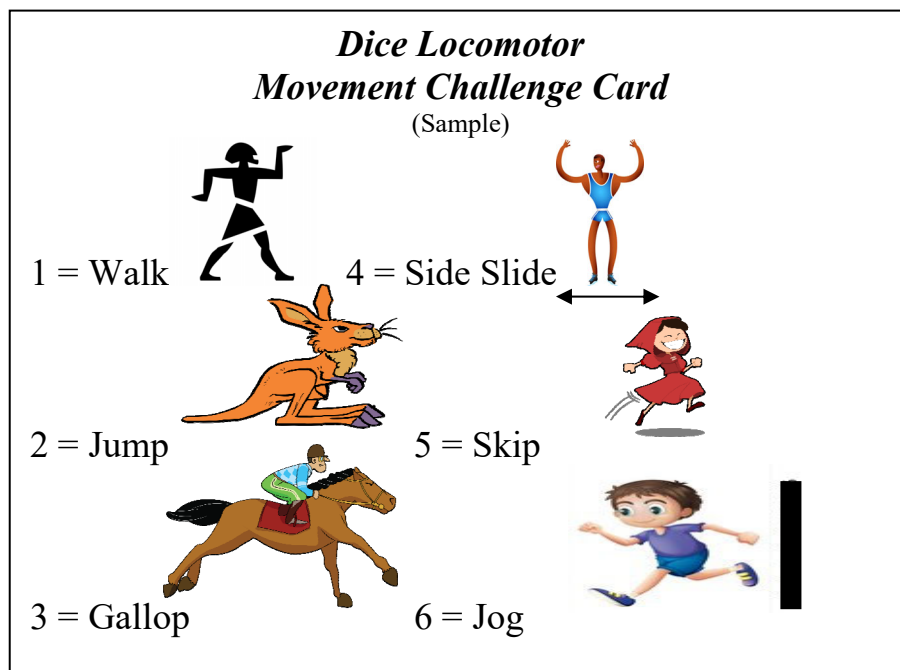
Roll the dice and make locomotor moves nice! Much like the previous FR we continue to use the game board approach and make fitness fun. However, this FR concentrates only our younger students, and only on locomotor movement skills. We continue the small group and cooperative theme from previous routines.

Why are we playing this game?

- ✓ To work cooperatively and independently by sharing and taking turns in small groups while performing a variety of locomotor skills.
- ✓ To learn and practice working with dice and math theme.
- ✓ To learn how to use a “dice,” “die” and properly & safely.

Equipment

- Lively fitness music
- Dice/die
- Hula Hoops one per group: HH helps collect the dice.
- Dice Locomotor Fitness Cardstock Challenge Cards. Create a paper or legal size. Use card stock paper. Add clip art to the cards.



Dice Locomotor Fitness Challenge Cards

Organization

Break your class down into small groups. It works well to create multi mini play areas. For example, a basketball lane area is a perfect size for a small group. Give each group one Dice Locomotor Challenge Card, one Dice and one Hula Hoop. Some players prefer to work in pairs, some may work alone. That's okay! They spread out into this play space and create a circle in the middle of this space.



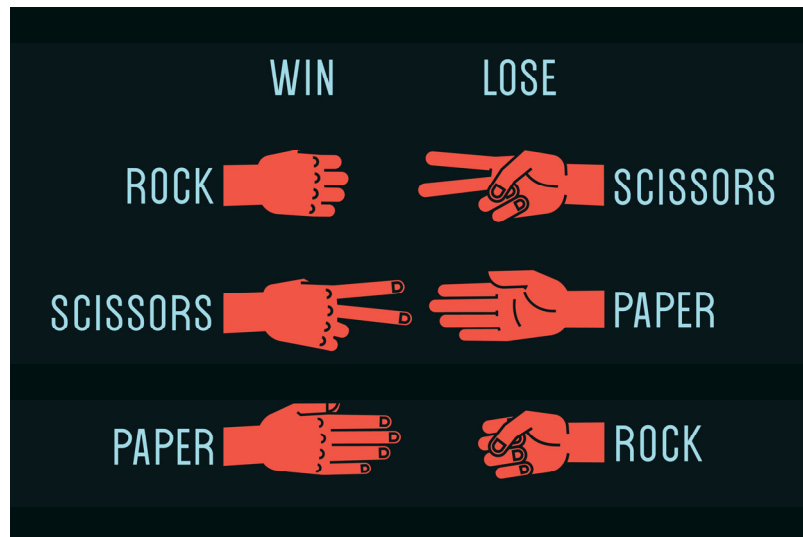
Dice Locomotor Fitness Set

How we play

- This is another simple, yet fun fitness routine however focusing on **locomotor** skills. This continues the concept of game of chance, rolling dice, while maintaining ever present cooperative spirit.
- Create a bunch of **Locomotor Fitness Challenge Card** (see above) and if possible laminate them so they will last for years. Of course using creative cute clip art brings the words alive and greatly assist the youngsters who may struggle with reading. We know there are only 6 numbers on dice and 8 locomotor movement so it's fun to mix up / mix in various locomotor movements and create different cards and challenges for your kids. Especially if you repeat the routine.
- Your youngsters should know how to perform the most of the locomotor movements prior to performing this routine, however, they don't have master the exercises before beginning. Fun fitness routines and activity like this help hone skills. Students need a variety of activities, structures and lots of practice.
- The teacher and a group of students can quickly demo/model this FR for safety and efficacy.
- **First Roll: = Locomotor.** Group leader starts by first roll of the dice into the hula hoop, and what number is lands on = the locomotor. The leader will lead the group around the mini square or circle area. The group follow the leader cooperatively.

- Leader selects next player, and group is off and playing! All players take turns and encourage each other! Whole class is off and running!
- It's fine to repeat the tricks. After one song or so the FR is over, time to transition and teacher walks around collects cards like in above FR.
- **Variation**
 - Create various **Dice Locomotor Fitness Cards** to include all 8 locomotor movements.
- **Teaching Tips**
 - Keep this simple, and short.
 - Great for the younger learners.
 - *Have fun with **Dice Locomotor Fitness**! Kids are on a roll now...*

Rock, Paper, Scissors Fitness! (Hinson/Sarratt) (grades 2-5)



Introduction

Welcome to Rock, Paper Scissor Fitness. Originally I learned this mini game in a session by Dr. Curt Hinson; then I adapted. This unique, simple, fun and super social fitness routine. We challenge pupils to cooperate, compete and perform simple fitness. This can easily be located in the **Cooperative Learning Section**. I usually combine them.

Why are we playing this game?

- ✓ To teach and practice basic fitness skills in fun cooperative structures
- ✓ To teach the skills of fun competition and performance
- ✓ To teach winning and “losing” in a graceful manner

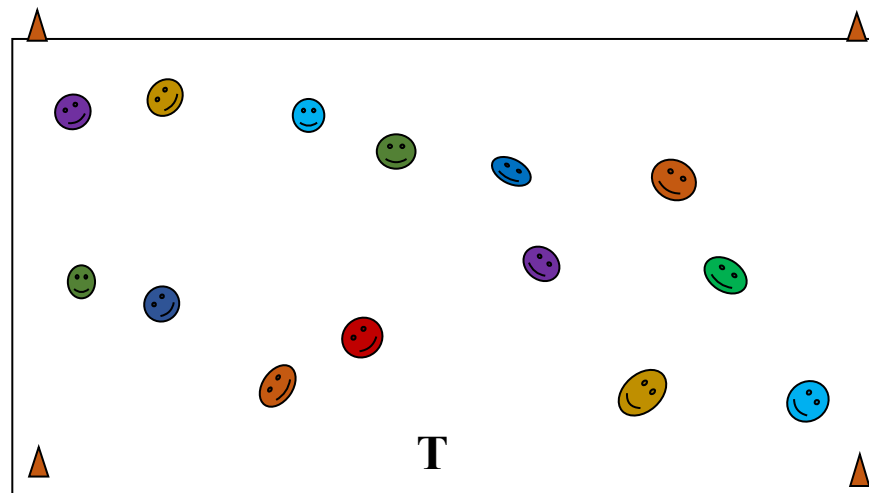
○ **Equipment**

- Lively fitness music (if needed)
- Small-cones mark off - medium size play area
- Small rock (no bigger than your fist is needed, ½ that size is fine)
- Piece of card stock paper, 8 x 11
- Scissors



○ **Organization**

Spread players out a tad and find a personal space play area- not too big. (See below) However, in this structure, players will begin working as partner's rather quickly!



○ **How we play**

- Review/demonstrate how to perform with hands: rock, paper, and scissor-show!
 - What item wins over what? Win, lose, or draw.
 - Why does a rock win over scissors? Tap and pretend to break the scissors.
 - Why do the scissors win over the paper? Cut the paper.
 - And, why does the paper, win over the mighty rock? Cover and hide the rock. Where did the rock go!
 - These items represent / symbolize life forces; each item has great values but also one weakness, and at times need assistance. Great connection to humility, cooperation, teamwork and sportsmanship.
 - Use your rock, paper and scissors set to demonstrate this for clarity and story/drama! (See photo above)
 - Like everything, it's best to use progressions start simple, and develop; we do this with RPS-Fitness.
 - Using a teacher/student demonstrate/role model for safety and efficacy. The kids should in partners and follow along.
 - Simple procedure:
 - What is the **Fitness Challenge!** Jumping Jacks!
 - How many exercise will they perform? (Example 10X)
 - Players begin the **RPS-Show!**
 - Whoever wins: Gets to perform the **JJ!** What! Winner works!
 - The *loser* leaves and find new challenger! (see below word loser)
 - Before leaving they *shake hands* and *smile* say "good game" or "nice playing," etc. This fosters positive social skills.
 - The *winner* stays and wait for next the challenger, and will usually have someone waiting in line to challenge him/her!
 - It quickly become a fast fun and simple social fitness routine.

○ **Variations**

- Change the exercises: Curl-up, Push-ups, etc.
- Play dance music, have winning students perform creative movements, like **Floss Dance**, etc. Have the students choose and demo the creative movements. Gives students agency/voice.
- Keep this simple so you have time other for your other activities.

○ **Teaching tip**

- Keep it simple, fast and fun. So you have time for your other lesson segments.
- The kids love this FR, especially when new fitness challenges are introduced. "*Now you have to do Curl-ups!*"
- Not all younger kids don't know to do **RPS-Show**. (*They get a little sloppy on the show...*)
- **Winning and Losing:**
- Constantly remind your pupils; the term "*loser*" is just a word. The result of a little game. "*It's not what you are as a person. It simply means you*

*just lost a little game, nothing more. That's not part of our **Caring** program."*

- Remember the phase, "winner stays...loser leaves..." we revisit policy again in some games.
- I teach this on day one. The word "loser" is not a describing or directed to any person in this class. It's a word like any other, and the result of an end game. A person can be a loser or winner of a game: no big deal. (More on this latter) Everyone wins and everyone loses and that's how we learn and improve. But the loser signal and the little dance is not permitted in PE, ever. It's polar opposite of **LPE**: listen, praise and encourage others. It's not funny or fun and good sporting conduct, and encouraging others to be their best.
- Have a blast with RPS-Fitness!

Partner Fitness Skipping: (grades K-3 / Sarratt)

Introduction

Welcome to Partner Skipping! I created this activity to help my students learn and improve skipping. For those of you looking for a super simple, fun locomotor, skipping activity, this may fit the bill. I just didn't know at the time, this would also turn into a fun little workout for my little youngsters. On the learning spectrum it's unique, fun and social. All we do is challenge the kids to cooperate by partner skipping around a medium size gym. Like many activities, this can be combined with **Cooperative Learning Section** or better yet in the **Dance / Rhythm** section.

Why are we playing this game?

- ✓ To teach and practice the locomotor skill of **skipping** in a fun cooperative structure
- ✓ To complete a loop around the gym while skipping with your partner

Equipment

- Cones to create or medium size gym or field.
- Cones to create a small oval track. Or use tape, etc.
- Tambourine and / or lively fitness music (if needed)
- Coop straps: nylon straps for students that prefer not to hold hands

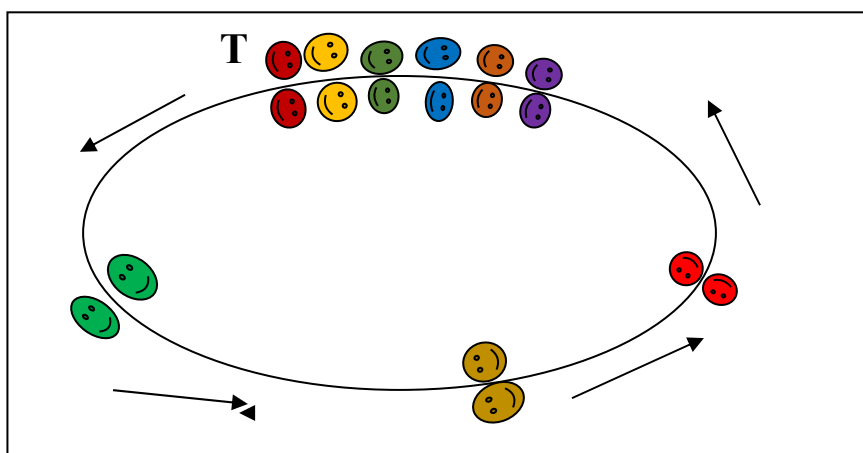
Organization

Skippers will line up next to buddies along the oval/play area pathway. They hold hands. Have younger students note the *NO, NO Land* or any unsafe areas. Like all fitness routines, we need be careful of spacing and pacing. However, in this structure, players begin working instantly with a partner. One partnership will be called out to complete a loop and come back again. You may need to demo the first time. (See diagram)

Partner Skipping!



Partner Skipping Around the Oval!



Players holding hands, partner skipping around the oval

How we play

- Youngster hold hands.
- Using a pair, challenge them as role models for safety and efficacy and complete the loop! It's okay to make mistakes.
- Great going!
- “*Next group, time for you! Skip, skip, skip a Lou...*” Teacher sings the direction and calls the next group while tapping the tambourine.
- Monitor the safety, speed and pacing of the youngsters.
- **The key:** Any students struggling with skipping skills somehow *magically improves* skipping through partner connection. Human to human, kid to kid touching. It works better than any drill I've ever seen or used.
- When the skippers to come back to the end of the line it is okay to repeat with the same partner a couple times. Line up quickly, and catch their breaths and get ready to go again.
- They find new partners after a few a couple loops.
- This quickly becomes a fast, fun and simple social fitness routine.
- It's best to let the student to discover, explore make mistakes, ignore small ones and through lots of practice they get it and have fun and learn best.
- The structure actually does the teaching.

Variations and progressions

- Challenge the pairs to make a nice steady circle/oval.
- Three S's on the **Partner Skipping Fitness Routine**
 - **Same** speed-both partner going same *speed*?
 - **Same** direction-both partner going same place/*direction*?
 - **Same** rhythm-both partner have same *rhythm*/knees? (see below)
- Next level challenge: (grades 2+)
- Check those knees please! **Same knees** or **opposite knees**?
 - Can both partners get the L – R – L – R knee pattern?
 - Can you both get the inside, outside, inside, outside knee pattern going?
 - How is your balance?
 - Is your nose over your toes?
 - Outer arms to the sides, moving gracefully and relaxed?

Teaching tip

- For your next class, depending, time on grade level progress into the more advanced challenges below.
 - **Skipper/Twirler:** (Grades 2+) One student is the **skipper**, the lead, inside partner, the other partner is the **twirler**, outside. **Skipper** takes the twirler around and then raises his/her hand high indicating he/she is *twirling*, the **twirler** around while skipping! Lead drops his/her hand to stop the twirling and continue regular partner skipping. They should be able to get in several team twirls per loop safely. How fun! Have a team demo this.
 - Partner team; “*skip, skip, skip, twirl...skip, skip, skip, twirl...*”
 - **Switch rolls:** Once back in line, players switch rolls / position. Lead and follower/twirler.

- **New partner:** After completing both positions, it's time for a new partner. See how you can do with your new partner and a fun new challenge.
- **Can you help your new partner?** Be a good helper? Encourager?
- Have a great time with **Partner Fitness Skipping!**
- It's now time to skip over to our most basic fitness routine; **Squad Fitness!**

Squad Fitness

Introduction

Welcome to Squad Fitness! Just like it sounds, I use this very simple warm-up/fitness routine to challenge students perform their exercise skills in their “squad spots” for various reasons. For example, we may be going outside and it's a tad chilly out, and just what to get some exercise for a bit before heading out. Or just quick movement before I start giving directions, and we begin our unit ending game. There could be an assembly coming in to the gym in a few seconds. For any number of reasons **Squad Fitness** can fit the bill and save us in a pinch...

Why are we playing this game?

- ✓ To exercise safely and effectively in our squad spots.
- ✓ To learn how to lead and follow classmates cooperatively, sharing and taking turns while performing exercise skills.

Equipment/facility:

- Squad Fitness Mini Poster: create and laminate to last longer. Hang on the wall near your squads/outcome board.
- Tambourine
- Lively music
- Safe play area gym or outside field

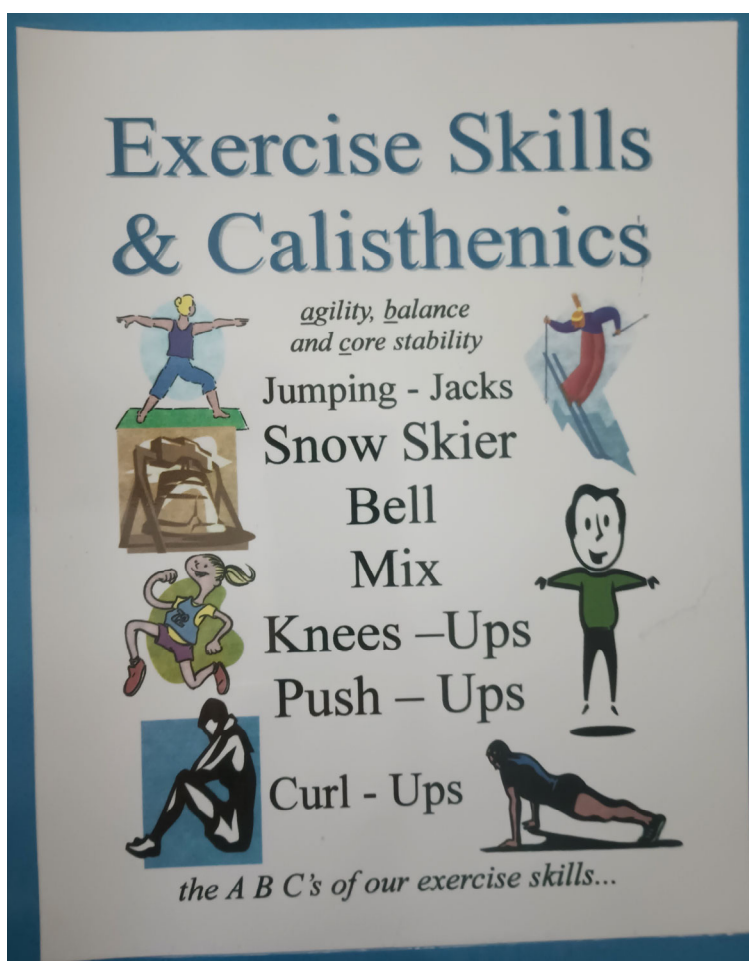
Organization

Create squads and squad spots. The trick is, use large spaces than normal so children can exercise and stretch in these spots. Just a little permanent marker works well on the floor. Check with our building chief, he/she most likely won't have a problem with this new system. You only need the size of a dime or nickel. Use 6 color system – that works well with the color of equipment we use - CR management system, etc.

Exercise Skills & Calisthenics

(Sample)

- **Jumping Jacks**
 - **Snow Skier** (side to side)
 - **Bell** (front to back)
 - **Mixer** (front back, side to side)
 - **Knees-Up** (in place jogging)
 - **Push-Ups**
 - **Curl-ups**
-
- **Mountain Climber / Sprinter** (Grades 3-5)
 - **Squat Thrusts/Burpees** (Grades 3-5)



Basic Squad Fitness Exercise Skills

How we play

This the most simple of FR. I don't want this warm-up/fitness routine being too complicated. Create a Squad Fitness mini poster, laminate it and hang it up, and your student will learn it and memorize it. This will be your core exercises. Of course using creative cute clip art helps as discussed.

- We perform the each exercises for only 10-30 seconds each, depending on time.
- We don't have to do them in order and repeating is good.
- Have students practice good form and technique. Good exercise skills.
- It may go fast and be simple, but can be fun!

Variation/progression

- Have student squad leaders leading the exercises for motivation student agency. Then, next person in line, takes over as leader rotates up front. (Student can always pass this choice if they wish to.)
- Make several new **Squad Fitness** exercises, new posters, new and core exercises.

Teaching tip

- **Flexibility:** add mini poster of several flexibility/stretches.
- Add a mini wall poster 1-6, for each squad in one of rainbow colors-add clip art to each one, school mascot, etc. Helps students find their seats/spots.
- Simple, now it's time to travel to **Traffic Light Fitness!**

Traffic Light Fitness: (grades K-3) (L. Gordan/Sarratt/NASPE)

NASPE Physical Activity Guide 2nd Ed. Human Kinetics 2005 Red Light, Green Light Pg. 23-24



Introduction

Welcome to Traffic Light Fitness! I learned this creative activity from my buddy Larry Gordan, and from reading the *NASPE Physical Activity Guide Book*. I must confess, this routine is another one near and dear to my heart. I used the system with my students at many schools, inside and outside on the blacktop. I found it was very motivating.

Larry would just use a giant cone in the center circle as the traffic light. The book has no “traffic light” in the center. It instructs the teacher to just hold a couple cue cards. I came up with an idea. I found an ideal size card board box that was going to be throw out, took it home and painted it bright yellow, and then made a bunch of “lights.” I also made a big banner and instructional poster that teaches the lights; no longer just red, yellow and green. This new traffic light was about two feet tall and it traveled with me to every PT school I was assigned. If needed to teach inside or outside my **Traffic Light** would often times accompany me.

Years later, I got inspired and my traffic light was commercially made by one of our PE equipment vendors. They were interested in marketing the product and selling TLF through their PE catalogue. Unfortunately, my traffic light game didn’t made the cut, therefore, I have the only one in the world! The kids loved it! This new one worked even better at my school and traveled with it for years at my PT schools until I retired.

TLF teaches much more than the typical fitness physical skills. TLF expands into the realm of reinforcing discipline-student making good choices. It integrates drama, adventure, character, locomotor and social skills while having fun. I thank Larry Gordan and NASPE for this wonderful game. I take no credit for creating it. I hope a few of instructors will enjoy the adventure as much as we did!

Why are we playing this game?

- ✓ To practice being honest
- ✓ To learn and practice boundary line control
- ✓ To practice our locomotor skills
- ✓ To practice the skills and of the art of pacing, not racing
- ✓ To encourage other players
- ✓ To increase your jogging skills, and time

Equipment and facility

- Cones/tape line create or medium circle size in the gym/field about 30’ wide, or so. Not too big or small in the middle of the gym is ideal.
- Lines are better than cones for safety. (See diagrams below)



Yellow circle is 30’ wide



Two circles - outside K & 1 – 2 & 3

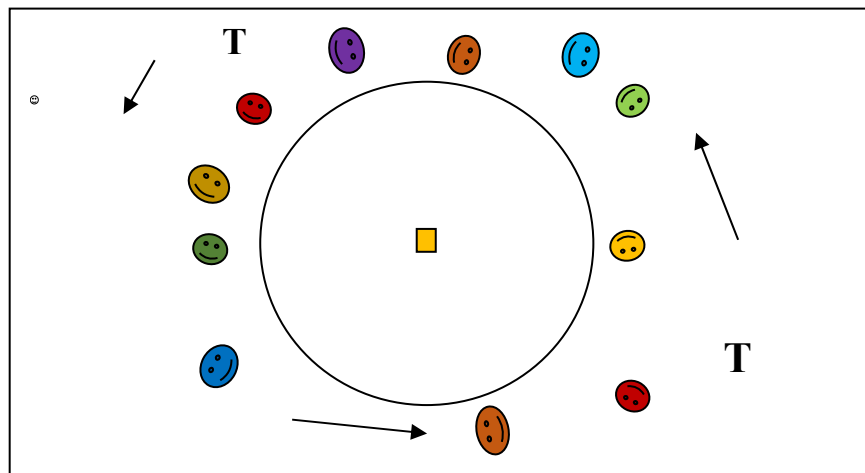
- Tambourine or drum and stick for rhythm timing.
- TLF: In center circle / create box (see photo) or use cone.
- TLF: Rule and procedure-lights poster (see below)
- TLF: **Traffic Court**- Make a mini poster where the student must go, see to the “*judge*” if they are driving out of control. They get a ticket! Must go to “**traffic court**”. Hang this mini in proper area. (Make this fun and brief)
- TLF: **Repair Shop**- another mini poster, hang this mini poster in another area. If students crash. This is where they may have to report or tow truck may take them.
- **Poly Spots**: round, to act as steering wheels (grades K-1)
- **Pedometer and Heart Rate Monitors**: (if available/see below)
- **Big Center Cone or better Traffic Light**: get if box, paint bright yellow, create your lights that match you poster/challenges/goals. Tape, glue them on. Now you have your own custom Traffic Light! (see below for samples)



Sarratt Traffic Light

Organization

Introduce pathway - circle. Note for younger students review *NO, NO Land* or any unsafe areas. Like all fitness routines, we need to be careful of spacing and pacing around the circle. With this very creative structure, we will use the “lights” of our **Traffic Light** or imaginary light Traffic Light center cone. We use various “calls” and challenges to develop fitness routines. With our creative energy, like in many programs we use these tools to create the tapestry of Traffic Light Fitness. No class is ever the same. Its artistic beauty. (See below for sample lights and challenges/create your own TLF Fitness program)



How we play

- Begin by reviewing rules and safety.
- Next, cover your story and adventure.
- Youngsters begin with **yellow light** and **walking** the first time.
- If needed use role models how to play safety and efficacy to complete the loop/circle. Always staying out of the center circle.
- Preview the rules and procedure of the lights/challenges. This game should be taught both proactively and incidentally. (See sample At-A-Glance the traffic lights) Rules and lights.

At-A-Glance: the lights

(Sample)

"The traffic lights"

"Commuting Challenges"

Green Light = Go, jogging, pacing

Yellow Light = Walking, cool down, resting, recovery time.

Red Light = Stop, balanced and listen for directions. Don't fall down.

Long Light = Slow, steady jogging for time and pacing.

Purple Light = Locomotor movements.

Pink Light = student wearing pink turn! Others clap and encourage!

Blue Light = students wearing blue turn! Others clap and encourage!

Flashing Yellow / Caution: some road hazard, reserving direction

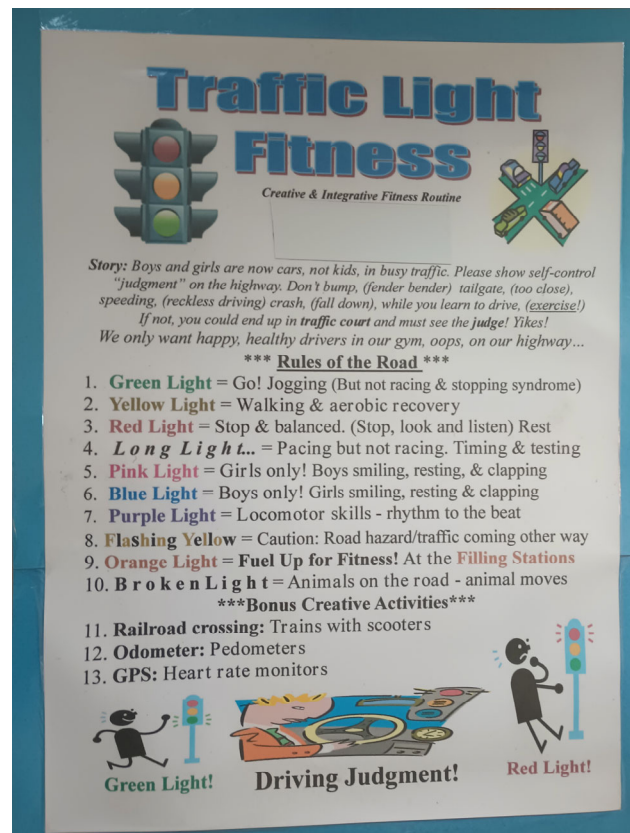
Orange Light = *fuel up for fitness!* Exercise at the **TLF filling stations!**

(see below for samples)

Broken Light/Car = Animals on the road, creative movement (K-3)

Railroad crossing = create trains with scooters

- **Odometer**: pedometers
- **GPS**: heart rate monitors



Traffic Light Fitness Wall Poster

Teaching the lights and challenges how we play them:

Yellow Light = walking and power walking

- Start by walking and leading the class around the outside of the circle/and or mini cones.
- Demonstrate steady pacing of walking, upright walking, skills and posture.
- Yellow light is used many times for cool down, resting, recovery time.
- Yellow light help integrate and practice movement concepts such as general space and self-space awareness while moving at a slower, gentle speed.
- For K and 1st grade using **poly spots** as **steering wheels** is a fun imaginative as they walk, explore and discover.
- The youngsters can then drop the poly spots down and walk and weaving in and out the circle and spots. **Pot holes** in the road.
- Next, jumping from one spot to the next spot. Puddle jumping.
- Integrate the concepts of biomechanical force / power for jumping and the related muscles.
- Also integrate the principle of balance is needed for landing.
- Standard 1, 2

Red Light = Stop!

Red light teaches many concepts and skills.

- Red light means stop, balanced and listen for directions for the next light/skill/concept.
- Gives the player a mini rest break from all the action.
- Where are you standing/located? Proper area? Decision making?
- Are you balanced? Or tipped over? Or standing tall and balanced?
- Spacing? Are you tailgating a car? Did not fall down?
- Red light helps to practice these skills, over and over.
- Most important, do not fall down and crash into others upon stopping.
- Standard 1, 2 & 4

Green Light = Go

- Jogging the skill of pacing, but not racing.
- Learning about aerobic endurance.
- Jog around the circle without cutting into the circle, then going super wide and going out of bounds. Another habit both physical and thinking, to avoid is the racing then walking, racing then walking syndrome.
- Green light is a learned art form that takes practice. (See Long Light below)
- Use the concept of pacing and speed by calling out the speed: “10 MPH, 15 MPH, 20 MPH, 30 MPH, back to 10 MPH.” Integration of math, pacing and speed. Many concepts here.
- Standard 1 , 2, 3 & 4



The big yellow circle is a great size roadway "highway" for inside activity
(30' feet diameter)

Teachers, the perfect cue is "*I need all speedsters out here!*"

And show with wide open arms. Outside the circle! (L. Gordan)

It's magical, no more crowding, cutting into the middle circle area.

Pro Tip: motivate forwards, not nag backwards, for what we want & what the students need.

Long Light... = slower jogging- goal is pacing, but not racing...

Time for story and challenge:

*"Boys and girls have you ever been stuck at a traffic light, that seemed to last forever?" That's called a **long light**. It lets the other traffic go before you, and that's what I'd like to do for you now! To turn this light on a tad bit longer..."*

- Super steady slower jogging for time and pacing.
- Patience into practice.
- Each student will learn the art of pacing, but slower and just a tad longer than green light, and the goal is not to walk during long light if possible. (They all do it!) (We practiced a bit in Jogging Fitness)
- Class Challenge: use a timer/phone. For youngsters like K level start with only 30 seconds or so, and add a bit more time each day, like 15 seconds, for the class to beat the Traffic Light (their time)! Make sure to document in your plan book.
"We were able to jog this time ____ today! They love it and all do it!"
- Students help set the timed daily goal. "*What are we going for today?*" ____
- This one is amazing!
- Standard 3 and 5

Purple Light: Locomotor movements.

- This is fun and an important break from the jogging and walking to perform the other locomotor skills such as skipping, galloping, sliding, hopping, jumping and leaping.
- It is a fun structure to practice the important locomotor skills in a fun different structure.
- Mix in purple light and the various locomotor movements with the other lights/challenges.
- Standard 1

Pink Light: *“Who’s wearing pink clothing today? Yes, we have a traffic light to honor you! It’s a pink light!”*

- Pinkies only!
- Others stopped, still, rest, respectful, and smiling. They clap for their buddies as they go jogging (moving) by, celebrating their success!
- Gives other group a rest and recovery break.
- Whole class encouragement.
- Standard 4

Blue Light: *Who’s wearing blue today? We have a traffic light to honor you! Blues, we have a light for you! It’s a blue light!*

- Blues only! All others, stopped, still, resting, respectful, and smiling.
- They clap for the blues as they go jogging (moving) by celebrating the blues success!
- Gives the other group a rest break.
- Whole class respectful and encouragement.
- Kindness and caring is returned!
- Standard 4

Flashing Yellow / Light/Caution:

- Students stop turn around and reverse direction.
- Walking / travel backwards
- Look for road hazards and challenges on the road / pathway/some students can create road hazards! Boulders, telephone poles etc.

Orange Light = Fuel up for fitness! Fill up at the **TLF filling stations!**

Orange light extends the TLF experience by using novel and engaging cooperative learning structures. Therefore, our theme and goal, creates age and skill appropriate circuit style “filling” stations.

- Create your “filling stations” around the perimeter of your play space/circle.
- Colorful 8” X 14” with clip art.
- Poster taped on the walls or use the wonderful sign holder cones/domes available.
- Recommended to start with a few stations and expand adding a few each new class.
- Call “orange light” and the learners report to a new challenge station each time.
- Use the following stations / posters to create your desired challenge course/skills.
- Sample TLF Filling Stations – *“fueling up for fitness”* (See samples below)
 - Jumping jacks
 - Push-ups
 - Curl-ups
 - Modified hurdle stretch
 - Straddle stretch
 - Jogging in place / knees up
 - Burpees
 - Snow Skier
 - Yoga- balances/stretchers
 - Jump rope
 - Hula Hoop
 - Dribbling a ball

Standards 1, 2, 3 & 5



Traffic Light Fitness Station Mini Posters Fuel-up for Fitness

Broken Light: *“Oh, no, the traffic light is broken, we are stuck at the light, and we see some animals come by on the road!” (K-1)*

- Movement concepts/creative movements using animals, crawling like animals. There are many creative ways to integrate **broken light** by using teacher and student imagination. Creativity is key.
 - animal movements
 - themes and stories
 - space awareness & body awareness
 - qualities & relationships
 - partner activities
 - Standard 1, 2 & 5 are key here along with fundamental movement concepts.

Railroad Crossing: Create trains with scooters

We are stop at railway crossing. Pupils use scooters and travel around the outside of the circle using imagination of trains and cooperation.

- Remind learners of scooter safety.
- Each with a scooter: travel around seated, alligator, knees, etc.
- Engine and caboose: partners seated back to back and travel around circle. Cooperative.

- Small train Challenge: 4-5 stations & small group trains. Problem solving by creating a train and travel around a circle, and back, to original station. (2nd-3rd grade)
- Standards 1, 2, 4 & 5

Odometer: pedometers - measure distance traveled.

What is an odometer in a car? What does it measure? What is the trip meter in the car? The little button on the dash? What does that measure? What is that useful for?

- **Pedometers:**
- Measure steps / distance covered miles per student
- Each student individualize and assess specific distance covered.
- Standard 2, 3 4 & 5

Auto navigation / command systems: heart rate monitors - measure workload.
(Grade 3+)

- **HRM:**
- Do you know what navigation / GPS is in your parent's car?
- Each student with a **heart rate monitor**
- Each student individualized and assess specific workload.
- Target Heart Zones and Charts
- Standard 2, 3 & 5

Variations

- If possible, with photo below, I was able to use structural DI: Specially, for TLF, creating a dedicated inner circle and outer roadway and a proven effective modification. This created two safer and challenging "lanes" or "roadways,"
 - **Inner circle:** slower, less distance
 - **Outer circle:** faster more distance



Teaching Tips

- Tips previously included with each light and challenge.
- Have fun and be creative with Traffic Light Fitness!
- We now *travel* to an old favorite, I first learned of it years ago in fitness session given by the master teacher Dr. Robert Pangrazi. A school year never went by without me using it!

4 Corners Fitness/6 Area Fitness (R. Pangrazi/Sarratt) (grades 1-5)**Introduction**

Welcome to 4 Corners Fitness! I adapted this routine from Dr. Pandrazi's *Dynamic Physical Education* presentation like I mentioned in the main introduction. I have not missed this routine other than the CV19 years. **4 Corners Fitness** therefore, is for sure one of my core fitness routines. So, for those of you looking for a fun simple fitness routine each year to rotate into your core set each year this may fit the bill. Once you "make-up" the set-up simple equipment which is not difficult, it one of the simplest to teach and kids to perform, yet the kids really like it as you will soon see.

On our learning spectrum, its social, yet the kids get good work out. All we do is challenge the kids to primarily jog around the oval like before, then report to one of four fitness corners. There is smidgen more social and physical mixed in with **4 Corners Fitness**. Nothing wrong with that.

Why are we playing this game?

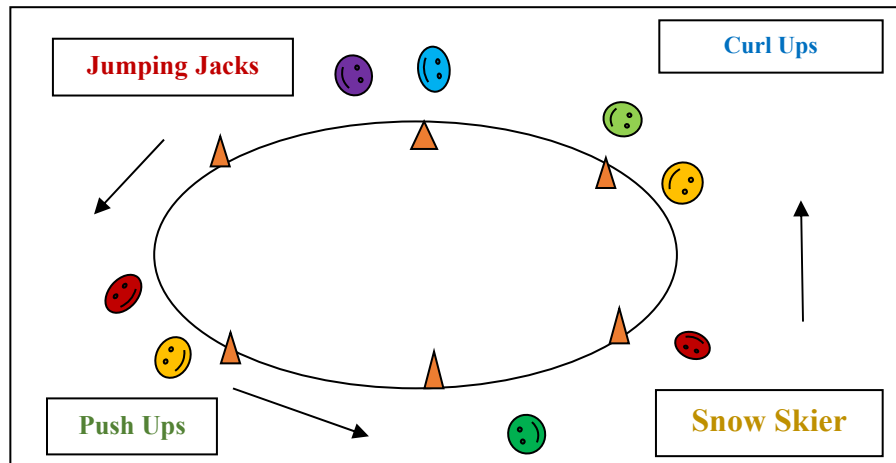
- ✓ To teach and practice the locomotor skills, primarily **jogging** and **walking**.
- ✓ To find fun fitness corners and perform exercises with good skills
- ✓ To perform the routine safely
- ✓ To complete slow and steady jogging loops around the gym then report to a corner and perform exercises as directed

Equipment

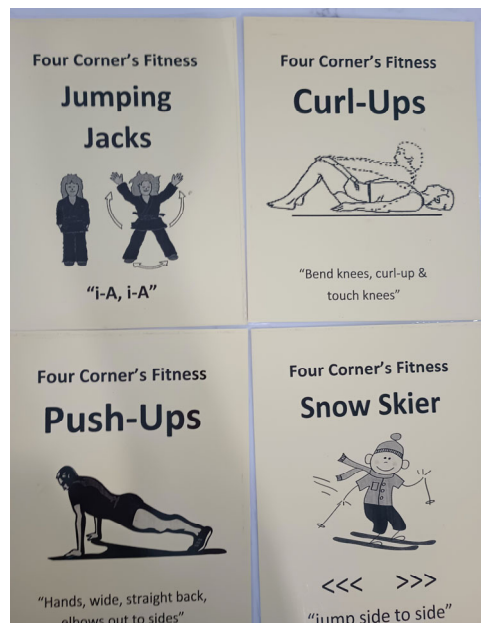
- Cones or lines or to create or medium size gym or field.
- Cones to lines create a small oval track. Or use tape etc.
- Wall signs / Cone Folders
- Lively fitness music
- Tambourine and / or tom tom

Organization

Movers will line up outside oval/play area pathway. Have younger students note the *NO, NO Land* or any unsafe areas. Like all fitness routines, we need be careful of spacing and pacing. By now students will be familiar with PE safety policies. We review them and practice as part our daily lessons. As discussed, students' main fitness goal is simply to cycle between jogging and fitness skills/stations. All the teacher may need to do to do demo / role model the first time. (See diagram)



Sample 4 Corner Fitness diagram



Four Corner Fitness Wall Posters

How we play

- For younger students, preview the four stations ahead time, walk around the gym, to each corner. Have the entire class read the mini wall poster and practice the exercise for a few seconds in the corner.
- You may need to role models how to play for safety and efficacy and complete the loop! It's okay to make mistakes.
- Great going!
- *"Now, can you find one of the four stations? What does the poster say?"*

- Goal is jog or power walk, teacher call, and students then make it to all four of the different stations. If it goes a tad longer, it's okay to repeat a station(s).
- Alternate between stations and the track and jogging using pause on the remote controller/music.
- Teacher tapping the tambourine rhythm of music, keeping beat of music, assisting with exercises.
- Monitor the safety, speed and pacing of the youngsters.
- This quickly become a fast, fun and simple social fitness routine. Kids jogging and reporting to one of the four stations. Coach and encourage each other.
- It's best to let the students discover, explore make mistakes, ignore small ones and through lots of practice they get it and have fun and learn best.

Variations and progressions

- Challenge the students to make nice steady circle/oval to learn steady pacing not racing/not cutting through the middle.
- **Bonus stations:** Add two more stations in the 2 main walls / middle of gym. Between the other two stations.
- $4 + 2 = \underline{6}$ **Stations / 6 Area Fitness!**



Four Corners Fitness + 2 = Six Area Fitness

- **Example**
 - **Week two:** add two more stations/challenges to routine.
 - Knees Up
 - Burpees/Squat Thrusts
 - **Week three:** Flexibility/yoga add in (or sooner) into each of the six stations as part of your *walk and talk* / cool-down. Place a mini

flexibility/yoga poster below each MS/ME fitness poster areas.

Every 30 seconds, students go to a flexibility / yoga area.

- **Note:** They do not need to go to all six flex/yoga stations during the cool down, just a couple works perfect along with the *walk and talk*.

Teaching tip

- **First keep it simple, fun and exciting.** So you have time for your other lesson segments. Only do one part / fitness segment a day.
- Yes they can. Younger kids love this FR; they love going the fitness stations with their buddies. (Independence) Some students may need a TA or student helper.
- **2 Bonus:** Add the 2 bonus stations as a surprise the next class/week. The kids really enjoy the additional two stations. It's a nice surprise!
- **Walk and talk:** As a cool down: put on slow, soft music and let the kids "*walk and talk*" and even hold hands if they want to. Helps promote and practice caring, kindness, and social skills of many kinds. (Standard 4 & 5)
- **Flex time:** Add the flexibility stations with the *walk and talk*.
- **Clip art:** For the mini wall posters/cone folders; diagrams of exercise/flex/yoga posters.
- Have a great time with **4 Corners Fitness/6 Area Fitness**.
- In reflection, maybe the key to this one has been keeping it so simple allowing it to remain one of my favorite core effective fitness routines all these years. It is simple, yet challenging and adds a tad social aspect.
- We now we visit, quite possibly the very best fitness routine of all time, hands down my #1 favorite: **Exercise Lines!**

Exercise Lines / Skill Lines (Gr.K-5) (Zachary Karantonis Balt. Co. Pub. Sch./D. Sarratt)

Introduction

All teachers have their favorite activities, why this is it, I can only guess. Maybe it matches our personalities or even educational philosophies. **Exercise Lines** (EL) may be my favorite FR. I learned from a master PE teacher, Zack when I was a student at Towson, I was sent out on those required visits to see a quality PE program. It was my lucky day. This was his main go-to FR. He and the kids had it down cold, like they were on Broadway! Perfect! I've never gotten my program that close, we are still off Broadway...

The basic movements in EL are locomotor movements, animal movements and creative movements. This again, may sound simple and even a tad boring, but done right, it can be magical, and a hallmark foundational fitness routines and excellent structure to teach a variety of skills.

In addition, **Exercise Lines**, transitions to **Sports Lines** effectively for instruction of sport skills. (See below in teaching tips)

Why are playing this game?

- ✓ To teach & practice pacing and not racing
- ✓ To teach the skill of steady jogging
- ✓ To give students their own personal safe space, line / lane
- ✓ To teach or practice all the locomotor skills
- ✓ To learn or practice animal movements
- ✓ To learn or practice creative movements
- ✓ To learn or practice various sports skills
- **Challenge Questions:**
 - What is CV/CR endurance? Lungs & heart, muscles?
 - Is there any way to control my body to control my breathing/heart rate?

Equipment and Facilities

- stereo and lively music
- 12 medium to tall traffic cones - 2 sets 6 rainbow colored cones
- 8" X 11" Mini rules and procedure poster and diagram poster on clip board
- tambourine
- wooden block and stick

Organization:

Set-up is important. This is done in a flash once you know the system. Spread six cones along the **starting line** and the matching colors for the **turning cones**. This makes for ideal visual color reference-knowing your lane. There should be plenty of room for students to move around turning cones continuing their momentum through the turns with enough space for safety from the all the walls.

- Exercise Lines, each with differ color-matching color cones-each line.
- Distance between cones determined by grade level-experience/fitness.



Exercise Lines Diagram

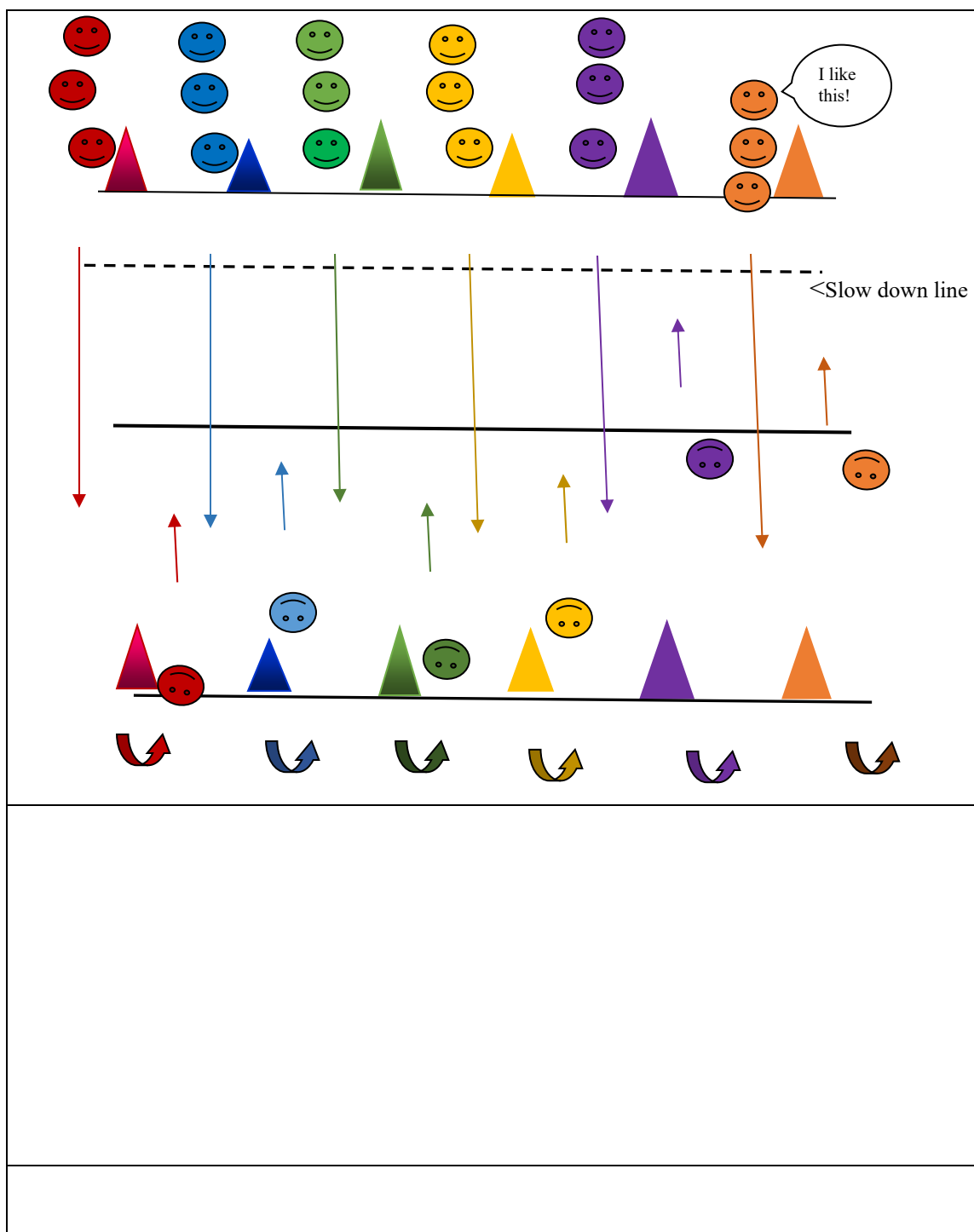


Diagram showing set-up using only about ½ of the gym

Exercise Lines

(Sample)

Rules and Procedures

(Review these over and over again when needed)

1. Start standing tall, ***right*** side of your cone.
2. Hands off other players. (This keeps everyone safer)
3. On your “turn,” move down your line/lane with eyes forward, not looking to the left or right at the other groups. Remember, we are not racing, but pacing...
4. Make a tight athletic turn at the turning cone, staying in your line/lane.
5. Stay in your lane, coming back, look straight ahead for your group.
6. Slow down before returning. Slow down line. Stop at your start/stop cone.
7. Great going, catch your breath, get in the back of your line.
8. Oh no, *no knee slides...in our gym*.
9. So sorry, no high fives, these can be unsafe.
10. Lastly, but we don’t hug, sit on and play around with the cones, please leave them alone. They are not toys.

How we play

- Preview with rules and procedures; mini poster and diagram.
- A couple of students, briefly demo/show how they line up, walk down, around turning cone and come back in line. Trust me, this will save a lot of confusion the first time, especially with youngsters.
- Line up all your students up in fairly equal lines, the exact number will not matter.
- Student’s first goal is to demo safety with pacing and not racing with walking, skipping and slow jogging. Student demonstrators can set proper tone if needed.

Younger students and first time learning:

- **Teacher pacing:** teacher selects **activity** and **speed** of the flights leaving the lanes; “first in line, ***go!***” First in each group goes down and around and about ½ back call, ***next!*** Teacher carefully monitors when player leaves the groups, and by his or her calls. “*Next players go!*”
- All six lines will go down and around the turning cone and slow down and back in line.
- Once your kids have this technique down well, the next concept especially for older students are as follows:

Self-pacing:

- They learned and matured to self-pace by each group self-pacing. (Gradual Release of Responsibility) Going at their own speed and pace.
- Each group now goes, when the previous player, in front of them come back. (1/2 way back line) Like a relay, but there is no race! Its pacing, fitness, teamwork and cooperation. The goal is, which group can cooperate the best?

Locomotor Skills: teach / review/practice all these skills with this structure.

Variation/Progression:

- **Animal movements:** youngsters perform various animal moves down to turning cone, and walk back. Have kids choose their own!
- **Creative movements:** youngsters perform various creative and imaginative movements, like transportation, with sound like planes, cars, boats, trains, motorcycles, dump trucks, etc. Have kids choose their own movements, you won't stop laughing!

Teaching Tip:

- **Sport Lines:** We transition from **Exercise Line** to **Sports Lines** in keeping the basic structure for many sports and activities.
- Each sport or activity is dependent on the equipment, space, facility/field and other factors.
- **Sports Lines:** Is one of a great many choices to learning structures that help us teachers manage, control, and discipline in a very simple structure. It's one of many on a progression. Use creativity it is effective with a fairly high time on task, with proper rest intervals just like **Exercise Lines**.
 - We visit **Sports Lines** in other areas of the website:
 - Jump Rope
 - Soccer
 - Basketball
 - Lacrosse
 - Volleyball
 - Throwing & Catching
 - Scooter Riding
 - Other fitness routines and games

Favorite thing: Thanks again Zack! Students love, I mean love to skip, jog and for sure to run and later on perform sports in this stunning system. Why, they have their own safe lane and space to move with good fast speed without fear. They have their own group independence and teacher trust. Once again, most days just keep it super simple, play one or two fun fantastic songs, and the fitness routine is over in a flash.

Closure: With all this hard work, it's now time to take a European vacation, if we dare take on that challenge...

European Relay Challenges (Grades 3-5) (V. Brumfield/Sarratt)

Introduction

I learned this FR a while ago from my PE teaching buddy, Vernon Brumfield, from Anne Arundel Co. Public Schools, and needless to say it's been an instant kid friendly favorite, a hit, they just love it. I love it as much as they do. If you need a FR to up your motivational ante - this may be the best bet.

As per scheduling, this FR can be performed later in the year for additional motivation adding a spark and almost like a positive sports - skill review.

The main focus is cooperation; challenging and discovering which team works well together. But of course, fun little mini competitions emerge, like who can run the fastest! Oh, and we're just getting started - I've got good stuff coming for you!

Why are playing this game?

- ✓ To practice the skill of running by pacing and not racing
- ✓ To practice the various manipulative skills in a fun creative setting
- ✓ To cooperatively pass off and receive various objects with groupmates. Skill of relay.
- ✓ To practice various sports skills of scooter riding in a fun, fitness setting

Challenge Questions:

- What are the good elements of a cooperative team?
- What does it take to cooperate on your team?

Equipment and Facilities

- stereo and lively fun, up-beat music
- 6 tall med/large size traffic cones - set 6 colored cones
- 4 giant cones: marks the teams area-no run/go zone
- 8" X 11" Mini rules and procedure poster and diagram poster on clip board
- **6 batons:** 6 color set of six to match the 6 color cones- red=red, etc.
- **6 storage baskets:** Laundry baskets work great for the various challenge equipment.
- **Color coordinated:** 6 colored cones, try to match all the equipment. Red=red etc. For ideal visual color reference-knowing your team and equipment. (As best as possible)
- **Challenge Equipment:** Depending many factors, create all kinds fun challenging relays for the groups. (See Variations/Progressions below)
- **6 large cage balls:**

Organization:

Set-up is important. (See diagram below) The basic set-up will be done in flash once you know the system. However, the additional challenges takes bit of time and pre-planning in your storage room. If you don't have six laundry baskets, in there yet, a trip to the dollar store is needed for the later progressions.

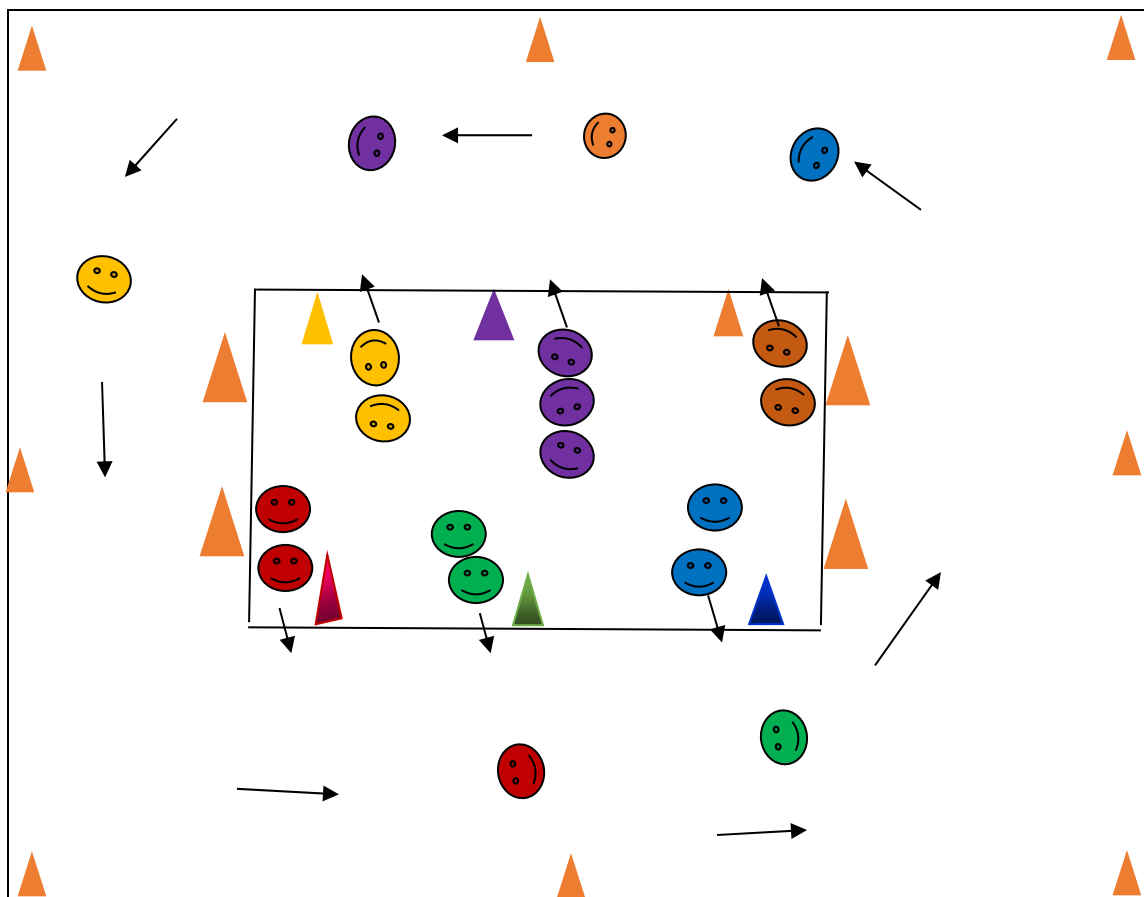
We set our lines/groups in an unusual manner, facing the outer walls and travel around the groups and lines. We once again make six groups, note this is becoming a normal theme. All classes get confused on this, don't worry or get frustrated your kids are just fine. I've taught this to many schools. Kids and teachers get confused at first, including me...

A super-fast little demo saves so much time and is proactive for safety. First player leaves, goes around the 4 big cones, and around all the other six groups, comes back to his/her group hands and off the baton. Player rotates to the back of the lines. There is no racing, but again, being fitness it's pacing. The students are naturally going to want to go fast, that's okay.

European Relay Challenges (Sample) **Rules and Procedures**

1. Start standing tall behind your cone/right side.
2. Hands off other players. (This keeps everyone safer)
3. On your "*turn*" travel out to the left, around all cones and teams, don't cut through the middle or go into NO NO Land. Remember, we are *pacing* not *racing*...
4. Slow down before returning. Stop at your **start/stop** cone.
5. No knee slides.
6. Handoff your baton or object to next in line (or short little passes – basketballs, soccer ball, etc.)
7. Great going, catch your breath, get in the back of your line. Encourage your teammates! (Remember, hands off other players please.)
8. How is your team cooperating, sharing, working together?

European Relay Challenges Diagram



How we play

- **Baton Basic Relay Challenge:**
 - **Foam relay batons:** Are super safe and available for a few dollars from all the catalogue equipment providers, or we can easily make our own set from a pool noodle and use 6 color tapes. I made a set, it lasted 10+ years. (see sample below)



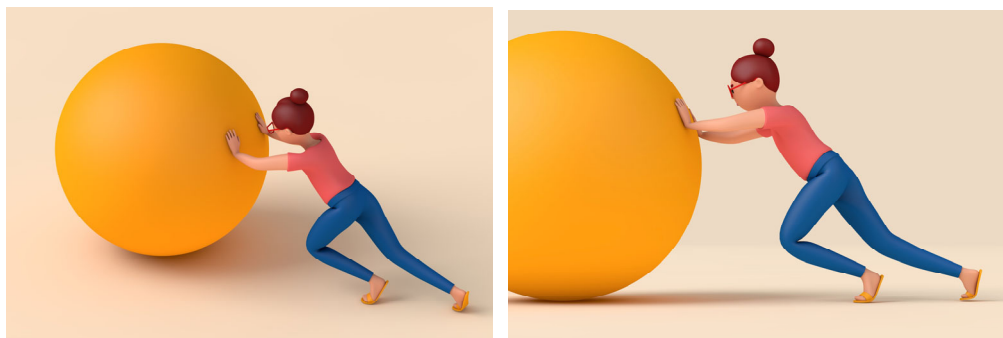
- Preview prior to play your rules and procedures (see sample above) on mini poster and diagram.
- With a one line/group of student briefly demo/show how they line up, walk/jog around all the cones, come back in line, stop and hand off the baton. Trust me, this will save a lot of confusion the first time, especially with youngsters.
- Teach/demo the skill of passing & receiving the baton. “Hand to hand.” Kids will not know how to do this.
- Line up all your students up in fairly equal lines, the exact number will not matter. Do a little quick math to make equal teams if possible. 25 kids= 5 teams of 5. One cone empty is a possibility. $6 \times 4 = 24$, one team of 5 is maybe better?
- Student’s first goal is to demo safety with pacing and not racing with walking, skipping and jogging, etc.
 - **Movement teacher choice.** Student demonstrators can set proper tone if needed.
 - **Pacing and receiving the baton:** how well is each group passing off and receiving the baton? Are they throwing it, tossing in the air?
 - **Better passing and receiving skill challenge:** Are groups able to problem solve how to pass and receive the baton better? R to R or L to L hands.
- Once your kids has this technique down well the next concept, especially for older students are as follows:

Tricks and Challenges!

- Pupils learned and matured to handle the basic **baton** with good control group self-pacing, now it’s time up the ante. (Gradual Release of Responsibility) Add, more fun tricks and challenges that we can create with our imagination and equipment that gives them additional workouts.
- Each group is presented with their basket of goodies! Each basket will have the same equipment in it.
- We remind the groups (See below teaching tips.) it’s pacing, fitness, teamwork and cooperation. The goal is which group can cooperate the best.
- This is exercise and cooperation, good luck!
- Every program is different so are the sample equipment age/grade challenges. Use best judgement.

Sample list of tricks and challenges:

- ✓ PVC Animals: [fish, frogs, pigs] squeeze walk toss and catch
- ✓ Bean bags: walk or jog toss and catch
- ✓ Small balls: walk or jog toss and catch
- ✓ Yarnballs: walk or jog toss and catch
- ✓ String balls: walk or jog toss and catch
- ✓ 8 ½ PG balls: dribble around room, bounce pass to next person
- ✓ Basket balls: dribble around room, bounce pass to next person
- ✓ Indoor (safe) soccer balls: foot dribble around
- ✓ Scooter riding: ride around room (see scooter section for safe riding)
- ✓ Pushing a large cage ball! Many other creative ideas!



Variation/Progression:

- **Rubric Rating:** I had a very challenging class performing this FR one year. (4th grade) A TA and I came up with this program on the fly during class. Her child was in the class! Did it make magical changes, of course not, nothing does, did it help, you bet!
- **Play Rubric:** 0-4 points (Sample)
 - **Safety** - 1 point
 - **Cooperation** – 1 point
 - **Following Game Rules** – 1 point
 - **Encouraging Teammates** – 1 point

Write on outcome/dry wipe board

	Yellow	Purple	Orange	Red	Green	Blue
Game 1	2	3	3	2	2	3
Game 2	3	4	3	2	2	4
Game 3	1	4	4	3	3	4
Game 4	3	4	4	3	4	3
Game 5						
Game 6						
Total #						

- I did the teaching, she did the scoring! After each mini game/round she placed the score for each team on my big classroom dry wipe board.
- **Treading Pattern:** Most groups trended toward positive behavior and prosocial skills using this system.

Teaching Tip:

- European Relay Challenges is dependent on the equipment, space and facility/field. We can make it as super simple or complex as we wish. It works wonders!
- **Partner Challenges:** First two people in line complete a challenge going around and back.
- **Student's ideas?** What ideas do your student have for tricks and challenges? Many they have come up with, we use!
- **Thanks!** Thanks again, Vernon, for sharing this FR with me.
- Sometimes the bare bones basic set-up with just the batons, a great fun song, and letting kids run and cooperate is beyond beautiful! Put on the fun lively song and let them roll!

Closer: We now revisit some fun social fitness routines after all this running!

Fit 12 – Cube Fitness (Grades 1-5)**Introduction**

How about we take a mini break from the running routines. Like life itself, we need the change-up. I learned about this product and fitness routine from my teaching buddy, Brian Vandegrift.

This is played similarly to **Dice Fitness Challenge** but with a specific piece of equipment sold by one Catalog Company. **BSN Sports**. 12Fit Cube fitness cubes (sold in sets of 6) are noteworthy; there's nothing like them in PE. It's well made and has 11 exercises on each panel/side and with excellent graphics. The 12th panel is student choice. I also bought the matching dice/number cube to complete it.

Super-fast, simple and fun! Like before, with the cube, the up side that shows- what we do, and the exercise move! Next, roll the number cube, twice the amount. This makes fitness fun and approachable. We continue the small group and cooperative theme from previous routines.

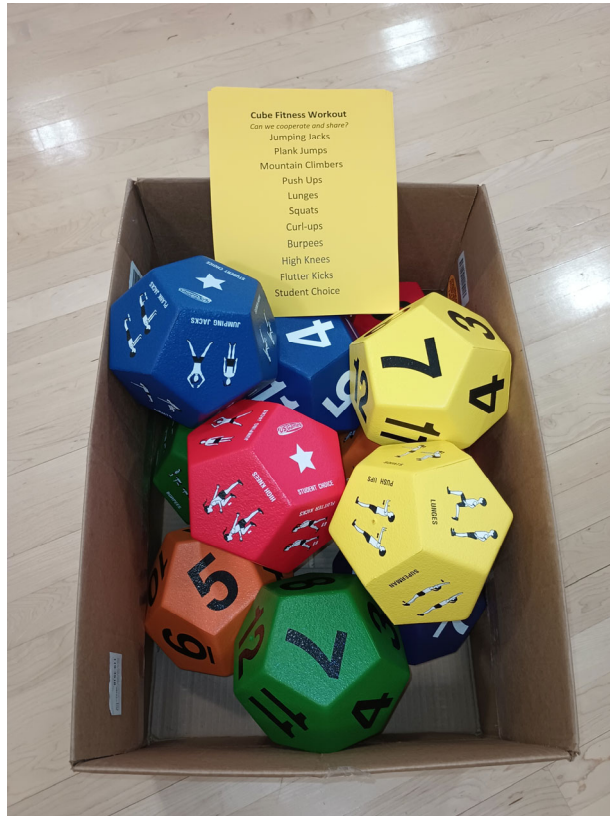
Why are we playing this game?

- ✓ To work cooperatively and independently while sharing and taking turns in small groups while performing a variety of exercise skills
- ✓ To learn new fitness skills
- To practice with dice and math
- To learn how to use a “dice” “die” and properly & safely

Equipment

- Lively fitness music
- BSN Sports-Fit 12 Fitness Cubes: 6-color set of six - \$200 (one set may work for class) (See below)
- BSN Sports-Fit 12 Fitness Dice: 6-color set of six - \$180
- Great Lakes Sports- Fitness Dice provides other options on fitness dice and much less expensive. # 3FDSET and #31644SET (two sets will be needed)
- Hula Hoops one per group: HH helps collect the Fitness Cube & dice.
- Cones to create play areas
- Cube Fitness Card Stock Challenge Cards. Create 8” X 11” See below

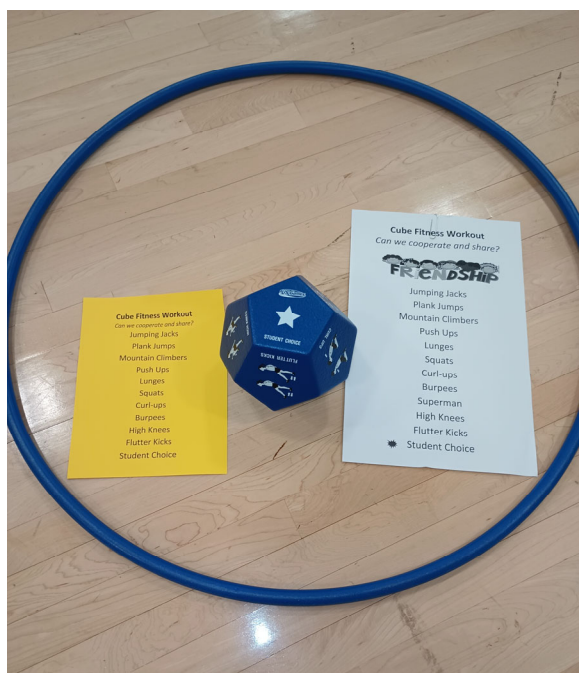
BSN Sports-Fit 12 Fitness Cubes and Numbers BSN Sports-Fit 12 Fitness Dice Cube Fitness & Card Stock Challenge



Challenge cubes and dice

Organization

Break your class down into small groups. It may work well to create multi mini play areas using cones. Give each group a one Fit12 Cube Fitness Challenge Card, two Dice and one Hula Hoop. Some players prefer to work in pairs, some may work alone. That's okay! They spread out to a play space and create a circle in the middle of this space.



(Sample below)

Fit 12 Cube Fitness BSNSports.com
Challenge Card

Can we share and take turns?

Jumping Jacks
Plank Jumps
Mountain Climbers
Push-ups
Curl-ups
Lunges
Squats
Curl-ups
Burpees
High Knees
Flutter Kicks

*****Student Choice*****

Can we share and take turns?

How we play

- **Chance & Cooperative:** Like previous FR, this brings in the concept of the game of chance by rolling a cube and dice, while also maintaining ever present cooperative spirit.
- **Create cards:** Create your **Cube Fitness Challenge Cards** and you class is ready to roll! (Print on cardstock paper.)
- **New ones:** Introduce the any new exercises, they don't have master them before beginning.
- **Basic Play:** Grades K-2 See the simple level in the **Teaching Tips**.
 - **Demo:** The teacher and a group of students can briefly demo/model this for safety and efficacy if needed.
 - **First Roll:** Group leader starts by first rolls of the **Skills Cube** = the trick/exercise the entire group will do.
 - **Second roll:** She/he now rolls two dice into the HH. Math time! Add them up. She/he leads the group on the exercise journey! Exercise skill and #. They got this!
 - **You're turn:** Leader selects next player and group is off and playing! All players take turns and encourage each other! Whole class is off and rolling!
 - **Same one:** It's fine to repeat the exercises.
 - **Transition time:** After one song or so, five minutes, the warm-up/fitness routine is over, time to transition and teacher walks around to collect cards and receives the assessment like in other FR.

Variation:

- Keep it simple, keep it fun! Sometime that's what the students need.

Teaching Tips

One Step Fit12 Cube Fitness: (grades K-2)

- These students/grades perform a set number of exercises on each roll of the cube. No numbers cube.
- For example 6-8 exercises.
- Goes much smoother, and kids get along nicely.
- Grades 1-2 can then progress, and learn how to use # cube(s)

Closure and transition:

- *Have fun with **Fit12 Cube Fitness**! It is time to visit our storage room for another fitness routine, time to look for those **Poly Spots**, now where are they?*

Poly Spot Fitness

Introduction

It's time to change things up and revisit the storage rooms and create another unique fitness routine. It seems like every PE program I visited or PT school I worked at was loaded with various types of "fitness" poly spots mostly sitting there collecting dust. Therefore, let's clean them off to create a fun, simple fitness stations. (See diagram below)

This fitness routine has many advantages for physical education.

- It touches on many important training principles and practices.
- We can quickly set up anywhere in our gyms-small spaces.
- When needed, quickly set up in other parts of the school, if forced out gyms, like in the café, classroom, or media center, even the hallway.
- Set-up outside: black top, sports turf or grass.
- Easy transportable and set-up at our part-time school: fast, small & simple.
- Easy breakdown transition activity > superfast set-up for class fitness.

Study time and gratitude: Equipment/catalogue companies and manufactures have invested and created excellent products to assist us on our fitness and PE mission. We owe a debt of gratitude to companies like School Specialty / Sportine, *GopherSport*, BSN, Great Lakes Sports and others who support us. Now it's our job to use them.

Why are we playing this game?

- ✓ To work independently or cooperatively with partner while performing a variety of exercise skills in **Poly Spot Stations**
- To learn and practice new exercise skills
- To exercise safely

Equipment

- Lively, upbeat, kid friendly music
- Various fitness Poly Spots (see below)
- Milk crate to store and transport the poly spots
- Small tumbling or yoga mats
- Equipment for each spot
- Lively music is helpful

Organization

At glance, below of these fantastic fitness providers in recent years, we are now able to create either a simple or a very complex station fitness routine with all equipment skills and concepts. Wow! That's not where I'm thinking or heading here; it's not the mission or goal for my **Poly Spot Fitness (PSR)**. I've always kept my PSR quite simple. If teachers do, that's excellent, I just call it a different name. (See Fun Fitness Stations)

Prior to class, go through your piles of poly spots. Some may need a cleaning with a rag and bucket of water. I've done this at a couple of schools. Next, think about the # of students, space, the type of routine/goal and poly spots you have.

Get your equipment ready to go, and know this is going be fantastic! Kids are going to like it and get a great workout! Just what this all about!

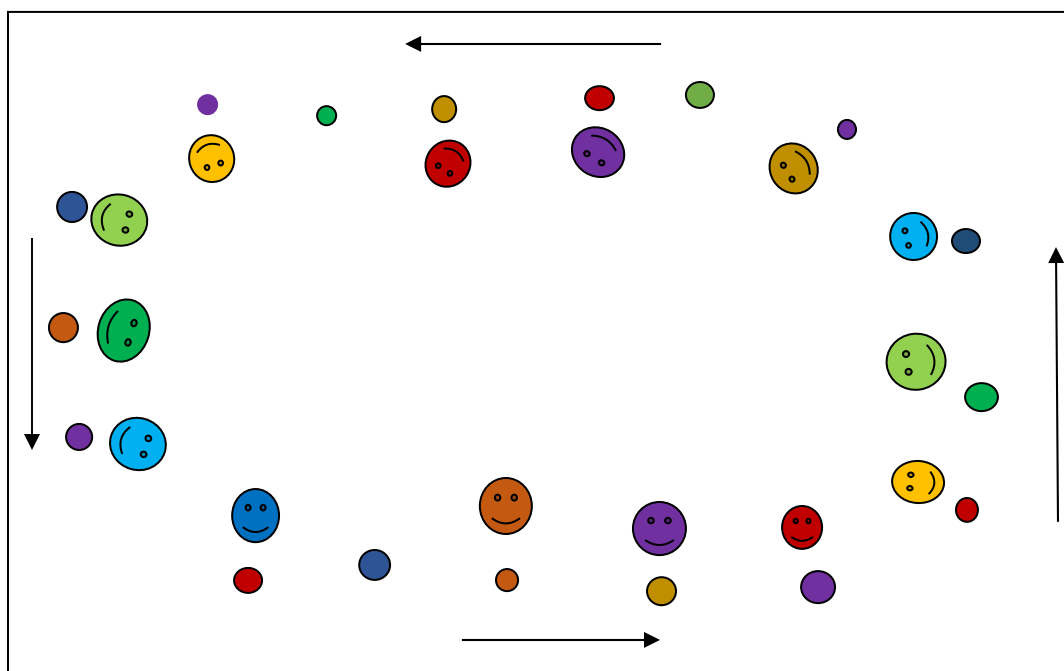
Below is review of Fitness Poly Spots from several popular equipment providers.

Note, when ordering, some will repeat the exercise/skill/type of movement.

Equipment Company	Manufacturer	Skill Activity	Note / Comments
Sportime	HotSpot	Cardio	Set of 12
Sportime	HotSpot	Calisthenics	Set of 10
Sportime	HotSpot	Core	Set of 12
Sportime	Aerobo-Spots	Cardio	Set of 12 / Made in USA
Sportime	Fit-Spots	MS/ME	Set of 12 / Made in USA
Sportime	Strength Spots	MS	Set of 12
GopherSport	FitDotz	Locomotor	Set of 30
GopherSport	FitDotz	Exercises	Set of 10
GreatLakes	HotSpots	Cardio	Set of 12
GreatLakes	HotSpots	Cals	Set of 12
GreatLakes	HotSpots	Core	Set of 12
GreatLakes	HotSpots	Muscles	Set of 12
GreatLakes	HotSpots	Yoga	Set of 12
GreatLakes	HotSpots	Jump Rope	Set of 12
GreatLakes	HotSpots	Hula Hoops	Set of 12
GreatLakes	HotSpots	Exercise Ball	Set of 12
GreatLakes	HotSpots	Medicine Ball	Set of 12
GreatLakes	HotSpots	Tubing	Set of 12
GreatLakes	HotSpots	Partner	Set of 12
GreatLakes	HotSpots	Write-on	Set of 12

How we play

- Plop your spot the poly spots down in a circle, oval or square around your play space. (See diagram below)



- Think about how to set up your circuit with the various poly spots available. Consider the following when creating circuit:
 - Upper body / lower body
 - Cardio / MS-ME/Muscles
 - Flex & yoga
 - Cals and Exercises
 - Exercise Ball & Medicine Ball/Tubing
 - Tricks and skills: HH & JR
 - Cooperation: Partner and creative write in choices
- For a fast simple routine, we use the first four categories/ fitness components with poly spots. This creates a fast simple set-up and break down. No other equipment is needed.
- If you are in a tight space or wish to have kids work with partners, you need about half poly spots.
- If you have your pupils working independently, twice as many polys are needed. Both work well. I prefer this routine with each child on their own personal spot. We have lots of cooperative routines coming...
 - Have each child selects a Poly Spot
 - Start music
 - Exercise time-30 seconds or so
 - Stop music-Rotate
 - Continue

- Youngsters do not have to complete all stations, it is okay to keep the PSF routine short, sweet and simple. We don't have to make everything too complicated.
- This is another fun fitness routine. Children like to work hard, and we need to honor them. In addition, children like the concept of rotating and discovering a new opportunity to exercise. They also like to problem solve, to figure out how to do something, and perform it.

Variation

- DI: For younger grades like K-1, create a simple level, the first time, children develop confidence learn the system and structure, how to rotate, stay with poly spots and having fun! Being busy and learning.
- Next time add in additional challenges, make a little more difficult.
- Third time add in a few “tricks” with Poly Spots with HH & JR, etc.

Teaching Tips

- If possible a few extra Poly Spot stations, empty stations are helpful.
- Older students, grades 4-5 can choose and be creative by writing own exercises in a few stations. (See GreatLakes Write-on)
- Use school a couple milk crates to carry the poly spots, from school to school, they are heavy.

*Have fun with **Poly Spot Fitness!** Kids are working hard now...
Time to get a little more creative...*

Cone Folder Fitness Lanes (grades 3-5) (Christine Lunsford - AACPS)

Introduction

I learned this FR from my PE teaching buddy, Christine Lunsford. This is one of Christine and her students favorite fitness activities, and she often uses for sub plans. It's a combination of cooperation, exercise skills, and jogging. It is played for only a week or two and is very simple, yet fun. Who knows, maybe **Cone Folder Fitness Lanes** will be added to your fitness program or even your sub folder!



Why are playing this game?

- ✓ To practice the skill of running by pacing and not racing
- ✓ To practice various exercise / calisthenics skills

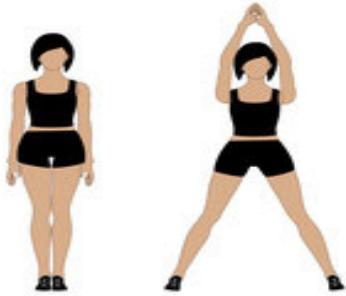
Equipment and Facilities

- Stereo and lively music
- Timer
- 24+ med size traffic cones - set 6 colored cones
- Cone Folders (Great Lake Sports #CFSET set of 6 about \$35.00).
- **Note:** You can create your own cone toppers very easily with office file folders.
- Mini poster that go into Cone Folders: skill challenge, rep # & diagram. (see below)
- 8" X 11" Mini rules and procedure poster and diagram poster on clip board
- Several storage baskets: For the various challenge equipment.
- Color coordinated the 3 colored cones as best as possible, all the equipment. Red=red, etc. This makes for ideal visual color reference-knowing lanes / group / equipment.

Sample Challenge

Jumping Jacks

Jumping Jacks



10 X

Organization:

Set-up is important. (See diagram below) The basic set-up will be done in a flash once you know the structure and system. However, the additional challenges, in later weeks takes a bit of time and pre-planning in your storage room and especially creating the mini posters/file folders.

Like always, a super-fast little demo saves so much time and is proactive for safety. We are going to create small groups independent fitness lanes with cooperative players. The amount groups/lanes depend on factors like amount of students and space availability.

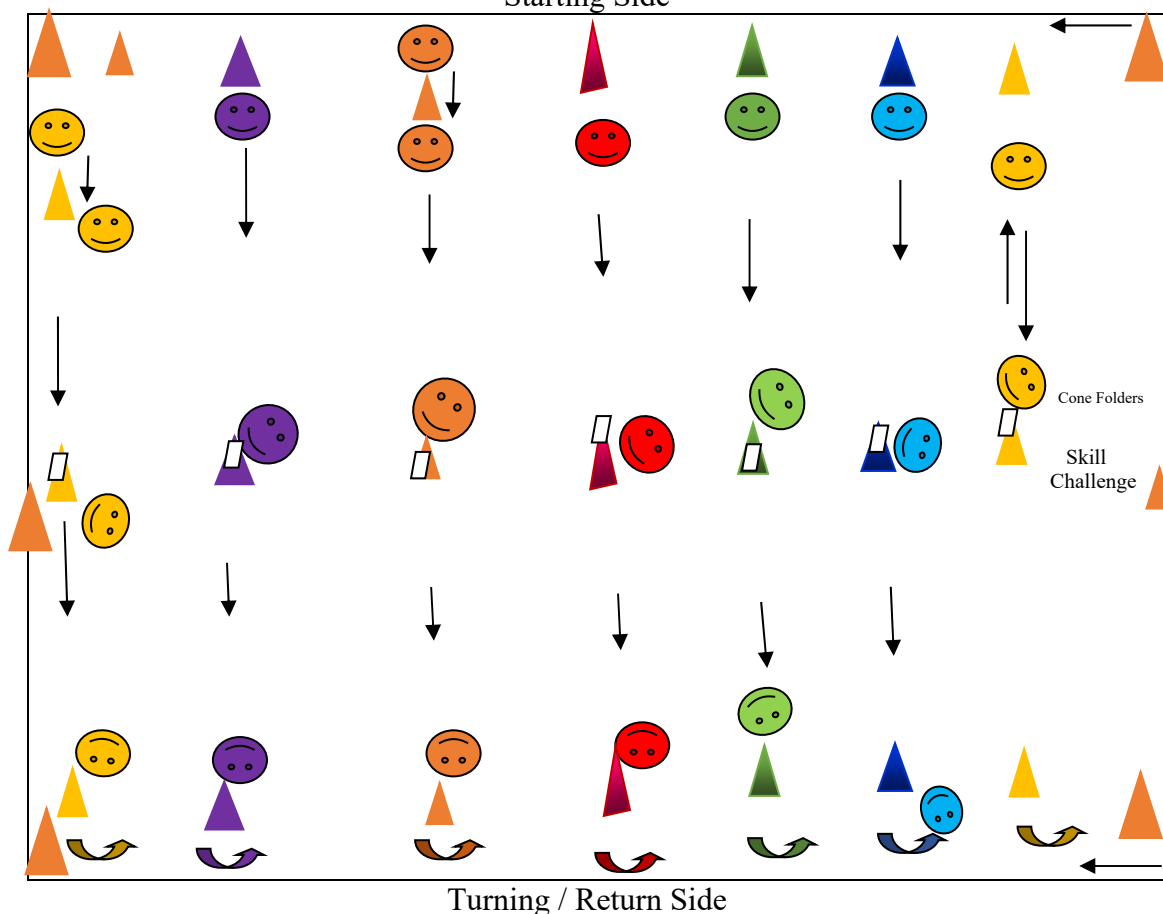
Cone Folder Fitness Lanes (Sample) Rules and Procedures

- Standing tall next to your cone.
- Pacing not racing.
- Hands off the cones and folders.
- Stay in your exercise lane.
 - When music starts we begin a circle fitness pattern, your lane only.
 - Three positions.
 - ✓ **First player:** Performs light steady, jogging in place, knees-up - first line.
 - ✓ **Middle Performer:** Performs the exercise posted on the ***Cone Folder*** for set amount listed, or what teacher directs as the rep number. Example: 10 exercises each.
 - ✓ **Third player:** At the far turning end, is also performing light, jogging in place, knees up.
- All three players simultaneously rotate when center player completes the exercise/set. First player to middle position, middle position to down the turning position and then up to the starting position. It's a fitness circle with sharing positions and taking turns.
- The end players face each other and keep on an eye on their center performer. The center is the **key** in each group. When he or she is completes the exercise, all players rotate at the same time. This is the group cooperation and fun part.

- Stop music 60 seconds or so. Teacher rotates the all groups one lane down. Diagram as a guide, purple, slides one lane to orange, orange to red, etc. The last lane group, yellow, would rotate back to other end of the gym and start with yellow again. (See diagram)
- How is your team cooperating? Great going, pace, don't race, and catch your breath! Keep your order as best you can. Encourage your teammates!

Cone Folder Fitness Lanes Challenges Diagram

****Starting Side****



How we play

Cone Folder Fitness Lanes Challenges:

- Preview prior to play, your rules and procedures (see sample above) mini poster and diagram.
- With a one lane/group of students quickly they demo/show how they rotate. Trust me, this will save a lot of confusion the first time. Especially with youngsters.
- Line up all your students in fairly equal lanes of 3, the exact number will not matter. Note, an extra players can always be added to starting lines and wait / jogging in line. Also, these structure works well with just two players switching.
- Student's first goal is exercising and slow jogging with pacing and not racing through this FR. Kids will get very tired with this FR if they do, it is fun to see when they learn the art of pacing.

Variation/Progression:

- Add additional fun new exercises week # 2.
- Examples: Jumping Jacks, Plank Jumps, Mountain Climbers, Push-ups, Curl-ups, Burpees, High Knees, Flutter Kicks

Teaching Tip:

- If your program doesn't have those nice ***Cone Folders***, don't fret, my program didn't either for many years until I finally ordered them. I made mine for years out of office file folders and I drew little stick figure art work. Yes, the kids would joke me! But, the kids would look forward to seeing them!
- **Student's ideas?** What ideas do your student have for exercise and challenges?

Closure/transition:

- Were your students able to understand rotating in the lanes?
- Able to cooperate, develop a sense of timing?
- Able to rotate to the next lane?

Thanks! Thanks again Christine for sharing this FR with me. And, yes it makes a good sub activity!

We now return to another jogging routine with a twist or better said, with cross over!

The Gauntlet!

Gauntlet Fitness (Grades 3-5) (C. Southland/Sarratt)

Welcome to the Gauntlet Fitness routine. With this meaning we are throwing down a challenge, a gauntlet, and a simple jogging/running routine for our students.

I learned this FR from my PE teaching buddy, Charmain Sutherland when I worked part time at her school. She invented it and was one of her program's favorite fitness activities. She and I were always looking for fun and unique routines to motivate and train our children, particularly in the days of ***Fitness Gram Testing***. It's a combination of cooperation and jogging. As simple as it looks, the kids really enjoyed it for a week or two. I offer this to those instructors still doing ***Fitness Gram*** testing or enjoy challenging jogging / running type fitness routines.



Why are playing this game?

- ✓ *To practice and learn the skill of running by pacing and not racing*
- ✓ *To practice sharing our space in a unique exercise routine*

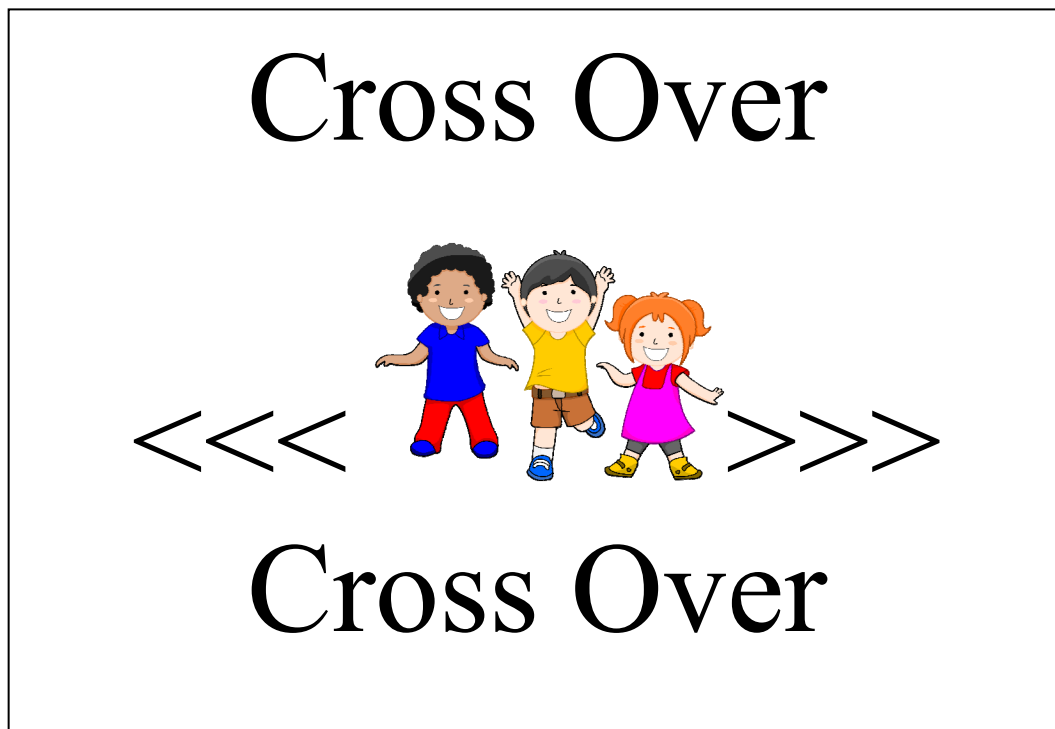
Challenge Questions:

- What are the elements of pacing?
- What does HFZ mean? (Healthy Fitness Zone)
- What one was one of the best ways to share or to take turns in this fitness routine?

Equipment and Facilities

- stereo and lively music
- Lots of 24+ med size traffic cones -
- Inside, outside on blacktop, grass or sports field
- Mini poster that go into Cone Folders: diagram / direction posters. (see below)
- Create a center reminder mini poster: cross over poster. (see below)
- 8" X 11" Mini rules and procedure poster and diagram poster on clip board
- Color coordinated the 2 colored cones, as best possible all the equipment. Red=red, etc. This makes for ideal visual color reference-knowing lanes / group / equipment.
- Challenge Equipment: Depending on many factors, and like many routines, we create all kinds of fun challenging lane challenges for the groups. (See Variations / Progressions below)

Separation Cone and Mini Poster / Cone Folder (sample)



Organization: (See diagrams below)

Set-up is important. Use whole length of gym/age appropriate. This simple set-up will be done in flash once you know the structure and system. Like always, a super-fast little demo saves so much time and is proactive for safety and teaching efficacy.

At first, we are going to create two long narrow oval jogging tracks next door to each other. I have them always start out being independent fitness lanes, and movers, then progress/gamify (when ready) every class into cooperative players. Therefore, it's the students' who let me know when we progress, into the cross over challenge. This changes the goal structure from the two or more groups, into a single whole class cooperative fitness challenge. Can they do it?

Gauntlet Fitness
(Sample diagrams below)
Rules and Procedures

- Students stand in one of two lines. Lines go quickly/no wait time.
- Pacing not racing.
- Hands off the cones and other players.
- Stay in your exercise lane.
- No arm bars.
 - When teacher call you, begin jogging your lap, in a gentle circle fitness pattern. Which team can show they know how to perform the routine?
- **Level 1 Challenge:** *first time!*
 - **Left / Red cones players:** Goes down around and turns to the *left* and back along lane/wall area and back in line, catches breath.
 - **Right / Green players:** Goes down around and turns to the *right* and along lane/wall area back in line, catches breath.
- **Level 2 Challenge:** *Switch sides now groups, try on other side!*
 - **Right / Red players:** Goes down around and turns to the *right* and back along lane/wall area, back in line, catches breath.
 - **Left / Green players:** Goes down around and turns to the *right* and along lane/wall area and back in line, catches breath.
- **Level 3 Challenge Figure 8:** *Players go down, Cross over switch sides going down to red/blue, back along the wall side, back of the other line. It creates a continuous figure 8 loop! (See diagram - Challenge 3)*
 - **Red left players:** Goes down switches in the middle >>> *right blue* side and turns to the *right* and along lane/wall area and back in line, catches breath.
 - **Green right players:** Goes down switches in the middle or so >>> *left red* side and turns to the *left* and along lane/wall area and back in line, catches breath.

How is class cooperating? Great going, pace, don't race, and catch your breath! Keep your order as best you can. Encourage your teammates!



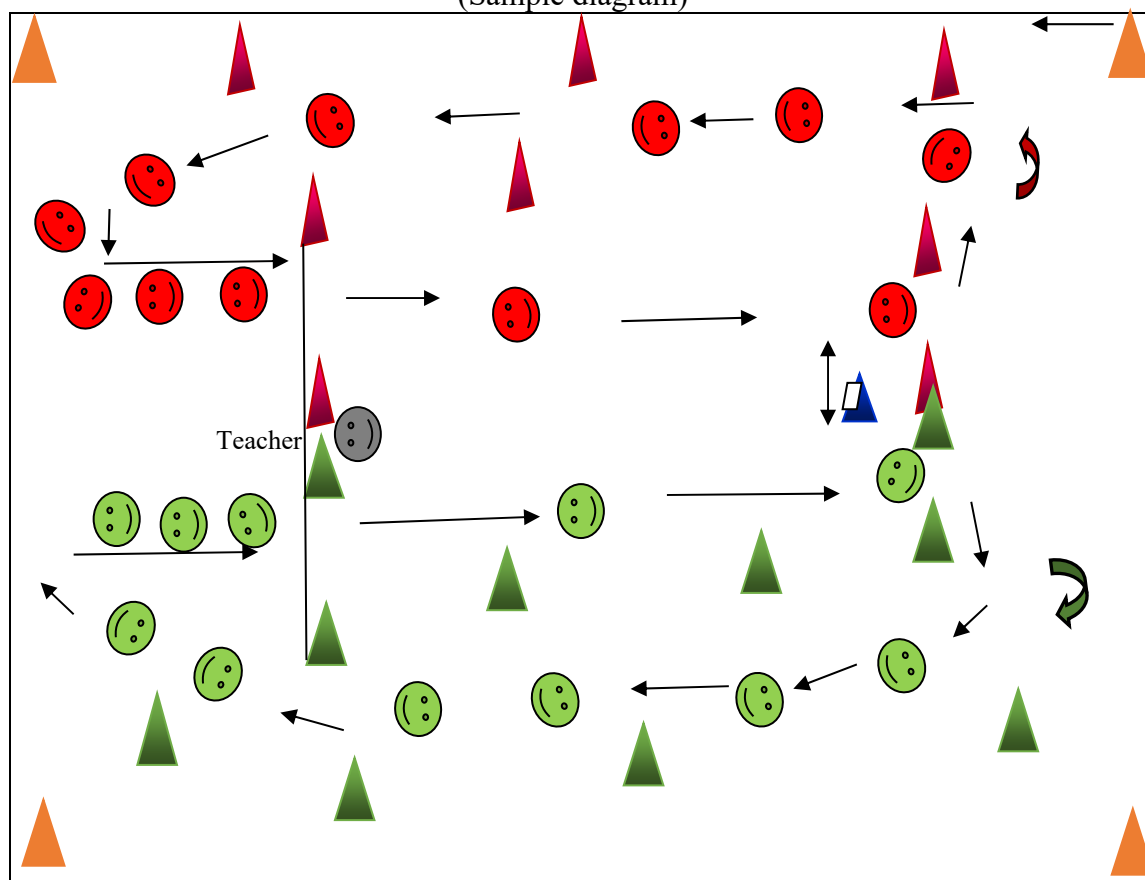
Gauntlet Fitness Challenge 1 & 2 (Sarratt)

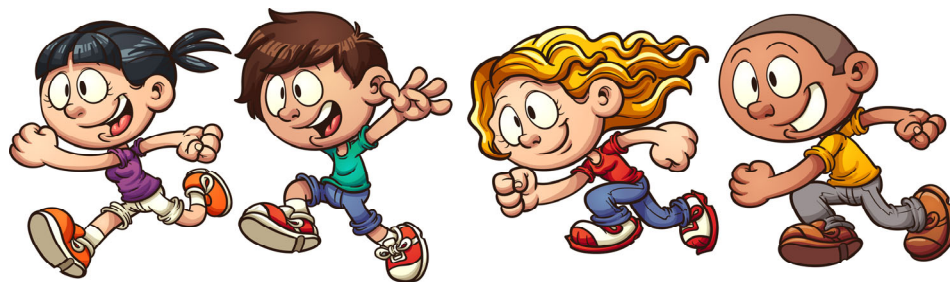
Two independent loops/groups

Red loop and laps: *red down and to the left and back*

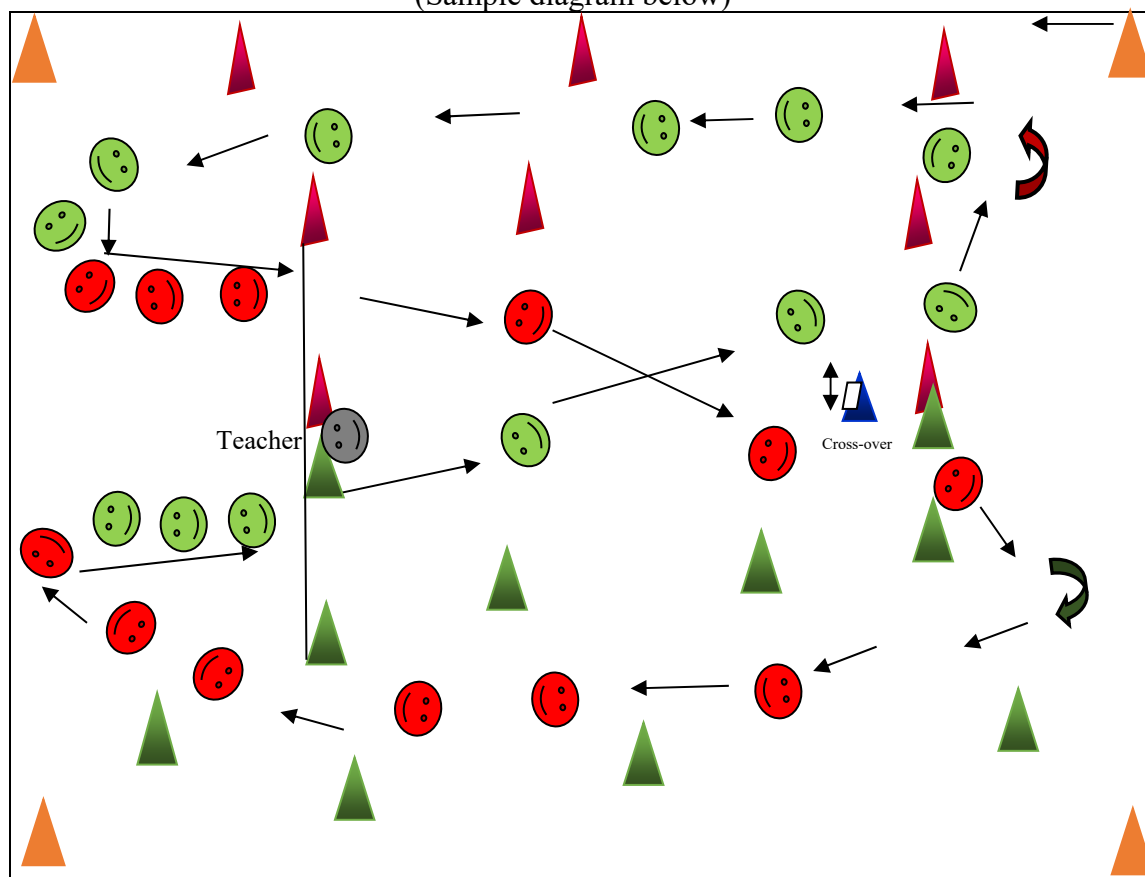
Green loop and laps: *green down and to the right and back*

(Sample diagram)





Gauntlet Fitness Challenge 3 (Southerland)
One Continuous Cooperative Whole Class Challenge –
Figure 8 Loop & Cross over Area
(Sample diagram below)



How we play

- **Gauntlet Fitness:**
 - Preview prior to play, your rules and procedures, mini poster and diagram.
 - One small group of students can demo/show/ how you call them out, jog the loop, pace, etc. Trust me, this will save a lot of confusion the first time. Especially with youngsters.
 - Line up all your students in two fairly equal lanes exact numbers will not matter.
 - Student's first goal is slow jogging with pacing and not racing throughout this FR.
 - Kids will get very tired with this FR if they race, like with other FR, it gets really fun when they learn the art of pacing.
 - **Challenge 1:** two groups going separately. How is each side doing? Great!
 - **Challenge 2:** they switch sides and try to complete the challenge on the opposite side without getting lost and confused!
 - **Challenge 3:** Switch sides again, figure 8 pattern, cross over area going down, and come back other side. Class challenge! How well is the class doing? Great!

Variation/Progression:

- Stress the important of the entire class working as a whole unit to complete the fitness challenges.

Teaching Tip:

- **Self-pacing and self-starting system marker:** Builds class independence while releasing the teacher from calling the students in starting lines and move about and to monitor other areas. Students in line must carefully watch the player front of them reach that marker, cross over cone, then they automatically go. Whole class is now self-pacing, self-starting.
- **Higher Goal:** better whole class and spirit cooperation now! Can they do this? How is their timing and pacing? This is beautiful to see when done really well!

Thanks again, Charmain, for sharing this creative FR with me. Finally, it's time for ***Fun and Fitness Stations!***

Fun & Fitness Stations (Sarratt/B. Vandegrift / et al.) (Grades K-5, adapt for lower grades)



Introduction

It's time to *Taylor Swift* it, "to shake it up" and to revisit our storage rooms and create another unique fitness type routine. I worked for three years with my buddy, Brian at his wonderful school and we put in tremendous effort into creating various type fitness/activity stations for his program. We had so much fun as teachers and the kids loved and looked forward to our occasional stations those three years!

- Like other FR, Fun & Fitness Stations (F&F S) touches on many important training principles and practices, but key here is that kids get to work and travel around with their partners.
- There's a cooperative element to the routine.
- Also, this is our transition into our larger *Eagle/Terps Stations* (See in [Cooperative Challenges](#))
- We set up using the entire gym- we are going to spread things out now.

Why are we playing this game?

- ✓ To work co-dependently and cooperatively with a partner while performing a variety of exercise skills and sports skills in Fitness Stations
- To learn and practice new exercise skills
- To exercise safely

Equipment

- Lively, up beat kid friendly music
- Various fitness signs, 8"X11" Mini poster with diagrams
- Shoulder Folder/Cone Folders Sportime #9-030846 Set-6, File Folder (see below). These create the directions.
- Small tumbling or yoga mats
- Equipment: needed for each station.

Organization

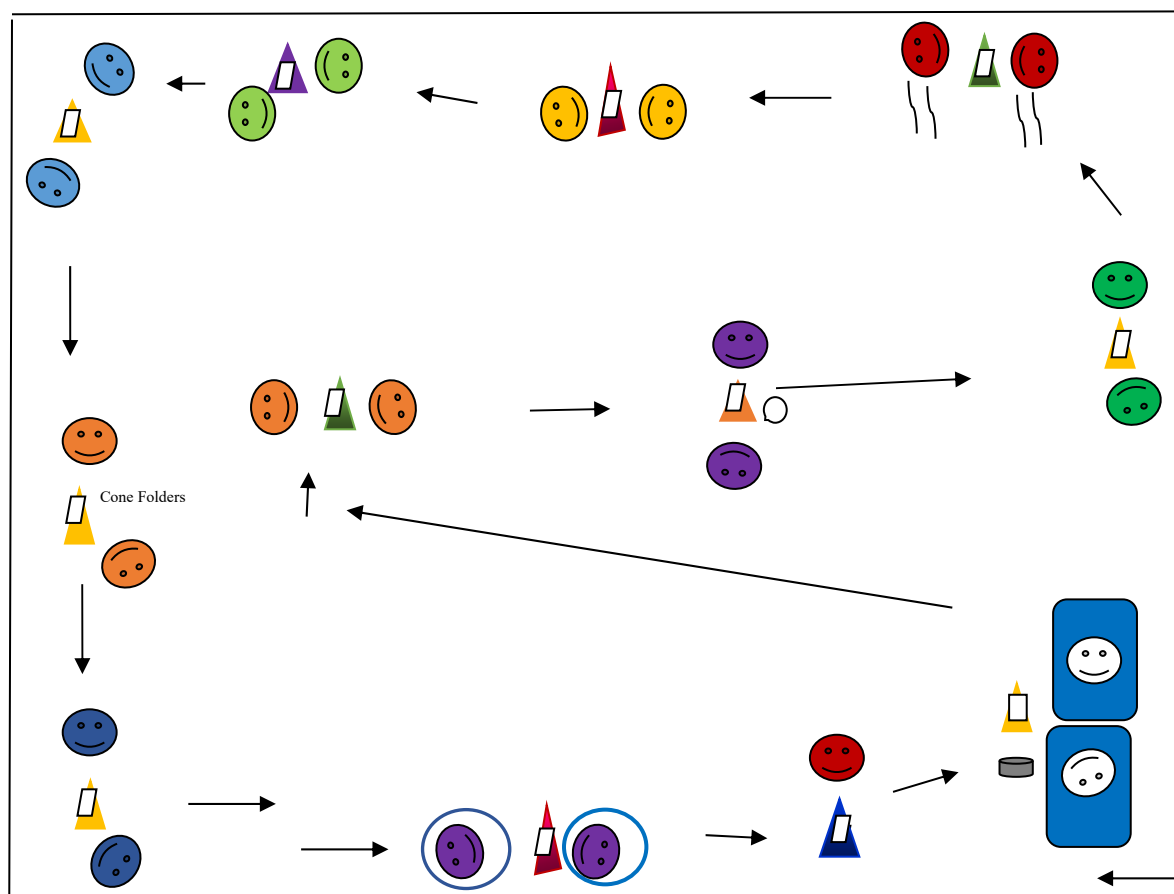
As teachers, we are able to create either a simple or a very complex **Fun and Fitness** station fitness routine with all equipment skills and concepts. Wow! That's not where I'm thinking or heading here; it's not the mission or goal for my **Fun and Fitness Stations**. I've always kept my F & F S quite simple. So it can be set it up fairly easily and quickly and broken down just the same for another activity.

Prior to this activity, think # the of students you have, space, about the type of routine you'd like to make, goal and file folders or Cone Folder and mini signs you have. If you are like me, you have a bunch from other fitness routines already made-up and ready to go and can adapt for this FR. You may need to create few more for this routine and ready to roll!

Once you all this ready to go, you know this going be fantastic! Kids are going to love it and get a great workout! Just what this all about!

How we play

- With wall signs, cones and file folders or Cone Folders and mini posters, create stations. A square pattern around your play space works wonders with **Z pattern** in the middle if you need more space. (See diagram below)



Fun and Fitness Stations – Z Pattern

- Just like we did in **Poly Spot Fitness**, think about how to set up your circuit with the following exercise components. I like to highlight “fun” in the fitness especially the first week.
- Consider the following when creating circuit:
 - Upper body / lower body exercises
 - Cardio / MS-ME/Muscles exercises
 - Flex & yoga stretches
 - Calisthenics and Exercises
 - Exercise Ball & Medicine Ball/Tubing
 - Tricks and skills: HH & JR, Balloon tap, dance station, (the Floss)
 - Cooperation: Partner and creative write in choices
- As you know, the first four categories / fitness components are the base. This creates a fast simple set-up and break down. No other equipment needed at these stations.
- At the other stations we are more creative and spread out and mix in the super fun. A couple of examples are as follows:
 - **Yoga poses:** On tumbling mats are yoga cards in a little basket: kids will pick a yoga out and perform it.
 - **Balloon tap:** Keep it up challenge. This station needs a little bigger space. Note: Walmart sell excellent quality/heavy duty balloons in their stores in packs of 3 or so. I buy these all the time.
 - **Hula Hoops:** kids like the challenge of this stations. How long can they keep the hoops going?
 - **Jump rope:** may need different sizes.
 - **Dance:** Floss Dance/free dance/ ribbon sticks
- Have **pairs, partners** selected to a station. Cooperation is the key to Fun and Fitness Station.
 - ✓ Start music
 - ✓ Exercise time 30-60 seconds
 - ✓ Rotate
 - ✓ Continue
- Youngsters do not have to complete all stations, it’s okay to keep the Fun and Fitness routine short, simple and transition into another aspect of your lesson. On the other hand, it’s okay if they wish to go longer and the pairs start to repeat a couple stations.
- This is another fun fitness routine. Children like to work hard, and we need to honor them. In addition, children like the concept of rotating and discovering a new opportunity to exercise. What’s next? They also like to problem solve, to figure out how to do something, and perform it.

Variation

- Use your best judgement and creative instincts to build an awesome **Fun and Fitness Station Fitness Routine**.

Teaching Tips

- If partners finish all stations a bit early. Yikes! Oh no, what do we do?
 - ✓ Have partners think, pair and coop-choose. What station would they like to repeat? Go to that station again! If it's taken, that's okay, find an open one and perform it. Start the music! Don't wait for them. They will find one and get playing.
 - ✓ Or, kids quickly find a new partner! And go to the station for couple more rotations!
 - ✓ If possible and you have the space, extra Fun and Fitness empty stations are helpful.
- Create new fun challenges.
- Giving student's agency, the choice, in stations. What they would like added?
- Again, for larger Stations see [Cooperative Sports Stations in Special Activities and Game](#).
- Have fun with **Fun and Fitness Stations!** Again, thanks to Brian for those three years at AES! Kids are having fun now, but not as much as they with **Game Play Fitness** our last concept of fitness.

Closer to the Warm Up and Fitness Routines:

I hope that you are able to find one new FR to assist your program. See below for more information on fitness. All the best! *Dale*

Game Play Fitness! Fitness in disguise?



Introduction

Welcome to **Game Play Fitness!** Sorry to disappoint, this activity, will have no activities here but just positive comments and concepts to encourage physical educators. I will have links to a few activities located elsewhere.

In some PE books and articles I've read don't seem to fully recognize that game play is one of the best, if not the best way to motivate elementary kids to get exercise. Even Dr. Curt Hinson's book *Fitness for Children* has no section, not one activity, for game play, just formal exercises and routines.

Dr. Pangrani and Dr. Beighle in the amazing text, *Dynamic PE* has the tiniest mention on page 267 in their 18th ed. when discussing *Fitness Games*. Overall, there's disconnect even among the brightest, that we provide a formal warm-up or fitness routine every lesson or we haven't done our job properly; we have a long way to go in PE... I'm here to clear things up so all PE teachers feel confident that good Game Play is great fitness and fine.

Before moving on I need to give credit to Neil F. Williams and Jenna Germain in JOPERD article, September 2008, *Fitness in Disguise*. You may have heard of Williams before, he was known previously for a series of three articles in JOPERD, called the *PE Hall of Shame*; two based for activities and one for teaching practices. Those articles started a national conversation and taught us better teaching activities and practices. After those articles came out, I called and discussed a couple points with him.

Back to *Fitness in Disguise*, it highlights the fact that research on students showed lack of motivation with just the same old fashioned boring calisthenics and low meaning or fun to them. My sincere hope is that the previous 19 fitness routines would not be identified by Williams and Germain as such, and they have enough variety, interest and purpose/skills to motivate children. Each is designed to be used sparingly every few years with purpose and goal structure.

But key to Williams and Germain, "*is to plan the lesson so the students' main focus is on the play or game elements rather than on the fitness demand.*" I completely agree with this concept, I've always used the notion of imbedding the fitness in the lesson with games. (As you will see in other parts of the web) Therefore, in closing out fitness routines we should balance shorter simple and even occasionally longer more formal fitness skills and routines with a variety of activities/games that are imbedded or "disguised" as fitness. I feel both types make the soundest and quality PE programs. We need both skill and fun focused fitness.

I can't tell how you many times when classroom teachers picked up their class from PE and said to me, "*What happened to the kids Mr. Sarratt!*" The kids are soaking wet from sweat. And it's not from a typical fitness routine, but an unusual activity or game!



Fortunately we have creative choices as teachers to deliver “fitness in disguise.”

- Fitness Games
- Fitness Type Activities
- Jump Rope Challenges
- Tag and Adventure Games
- Adventure Activities
- Creative Activities
- Unit Ending Games

A couple simple key element to consider:

- Inclusion not elimination. For higher time on task.
- Multi small group games or whole class games, both work well when structured properly.
- Play in time segments with stops and start for rest periods especially in intense tag and territory games. Cycle in water breaks for the students who just played the “it” position.
- Provide depending on the game, lots of rotating of player offensive, midfield and defensive players. All players should get the opportunity to play all positions.

Unit ending games provide unique experience in the world of PE and offer fitness opportunities. Students will think about some of these games for the rest of their lives, forever! However, the classes must be dialed in, with high time on task, excellent classroom management, organization, and discipline. For unit ending games to flow smoothly, students need to know classroom procedures and demonstrate positive attitude working with the teacher.

Short Sample list of Games and Activities for Fitness

Even though I’m not a researcher, by any means, my 30+ years of teaching would instinctively show that these games get kids moving, heart rates up and muscles moving vigorously. Plus, I don’t know if we can hook up heart rate monitors to show the genuine positive level of happiness they generate.

Tag Games

- Character Tag
- Shark Attack
- Island Hopper
- Blue Berries and Strawberries

Scooter Skills & Games

- Six Color Scooter Tag

Basketball Unit

- Lay-Up Drill

Snatch It!

- Snatch It Games

Soccer Unit

- COYBY
- Dribbling Across A Square
- 4 Court Striker Pin
- 4 Goal Soccer

Jump Rope

- Basic Skill Jump Program

Volleyball

- StrikerPin VB

Guard Dog

- Guard Dog Games

Gymnastics

- Mat Drills, Skills and Spills

Adventure

- **Ship Wrecked games**

Dance & Rhythm

- Kate Kuper: *AlpaBeat CD*
 - *Locomotor Movement* (grades 3-5)
 - *Action Dance* (grades k-2)