

# JUST BE IT!

Healthy and Fit



**2006 Physical Activity Booklet**

## Table of Contents

Introduction.....	3
Safety.....	4
Warm Ups and Cool Downs.....	5
Flying Discs.....	7
Jump Ropes.....	9
Hula Hoops.....	12
References.....	14

# Just Be It! Healthy and Fit

Encouraging your students to be physically active is one of the best things you can do for their health. Combined with eating well, exercise is what their bodies (and minds) need. Participating in the Just Be It! Healthy & Fit program is a great way to start off your classroom's healthy lifestyles plan. By utilizing the physical activity tips and recommendations found in this booklet as well as the nutrition and health information that was introduced to your class at the Just Be It! Healthy & Fit field trip, and incorporating the MyPyramid for Kids curriculum into your classroom lessons, you are helping to teach your students how to establish good habits towards living a healthy life.

## **How will promoting a healthy lifestyles plan in my classroom help my students' health?**

Being physically active helps develop a more durable heart, veins, arteries, and muscles and also increases muscular strength and flexibility. Being physically active improves the functioning of the body, affects how much fat versus how much muscle a person has and contributes to weight management. Increased physical activity has been associated with an increased life expectancy through decreasing risk of diseases such as heart disease, stroke, diabetes, and high blood pressure. Research has also shown that physical activity can reduce symptoms of anxiety, depression, and stress, and improve mood and over-all psychological well-being.

Being inactive in preteen and teen years increases the probability of being inactive as an adult. So, these are crucial years for developing a healthy lifestyle for years to come.



## Safety

Because the potential for injury is greater during physical activity than what it is in the classroom, safety is the key issue for teachers. Maintaining a safe environment is a necessity not only for physical safety, but also when considering your students' psychological comfort. Physical activity should instill confidence rather than fear of injury or inability.

Taking the following precautions will help make your class as safe as possible. Additional considerations which address specific equipment provided in your exercise kit can be found in the equipment sections of this booklet.

- **Warm-up** During the warm-up, students do light activity for three to eight minutes. This makes the muscles more elastic and increases flexibility. Try jumping jacks, fast walking, calisthenics, and simple stretching.
- **Aerobic phase** Typically lasts 15 to 40 minutes. Walking fast, running, swimming, cycling, and playing soccer or other sports or activities that have an endurance factor are all good ways to strengthen the heart and reduce youth's risk for developing heart disease, the leading cause of death in the United States.
- **Cool down** A three to five minute cool-down allows the heart rate to return to normal. Walking slowly and doing flexibility exercises that stretch the calves, thighs, lower back, and upper body are good ways to cool down.
- **Strength training** This phase of an exercise session should include exercises to increase the strength and power of the major muscle groups of the body, including muscles in the back, legs, and chest. Children and teens can focus on strength training after a cool down or on alternate days. Pushups, pull-ups, crunches, and lunges are a few examples of strength-development activities.
- **Stay Hydrated** Drink water before and have water breaks during all physical activity to ensure that students are properly hydrated.
- **Fitness Level** Always start at a level that matches your students' current fitness level. Too much too soon can result in injury.

No matter how many precautions you take to make the physical activity environment safe for your students, accidents can still happen. Be aware of your school's policy on teacher liability.

## Warm Ups and Cool Downs

Warm-Up activities are short 3-8 minute activities designed to prepare students for more vigorous movement.

Cool-Down activities are of short duration and take place near the end of the lesson. They are designed to provide closure, retrieve equipment, and cool down students. The activities in this booklet can be used as either a warm-up or a cool-down. To use the activity as a cool-down, just reduce the intensity of the movement.

### Name of activity: Fast walk

Equipment: none

Fitness component: cardiovascular efficiency, flexibility

Organization: Students are scattered in a designated activity area.

Description:

1. On signal (music, whistle, drum), students walk within the activity area.
2. Encourage students to avoid others and look for open space.
3. Give Fast Walk commands while students are walking:
  - a. Walk in different directions; change direction on signal.
  - b. While walking, bring knees up, slapping knees with hands as each step is taken.
  - c. While walking, lower body by bending knees; raise again slowly.
  - d. Clap hands under thighs.
  - e. Take long strides; take short strides.
  - f. Walk straight, at an angle, zigzag, and using other geometric shapes.
  - g. Walk different number or letter patterns.
  - h. Walk on toes; walk on heels.

Teaching suggestions:

1. Be centrally located and face all students so they can hear your commands.
2. Include the "take a break" rule. If contact is made, students move outside the activity area and "take a break" by stretching a major muscle group before returning to the game.

Name of Activity: Quick Draw

Equipment: cones to designate activity area.

Fitness component: cardiovascular efficiency, muscular strength, flexibility

Organization:

Students are scattered in pairs in a designated activity area.

Description:

1. Partners face each other with hands hidden behind their back.
2. Partners take turns giving the signal, "QuickDraw!"
3. On the signal, each partner shows either 1 or 2 fingers.
4. If partners show the same number, they do 10 jumping jacks together.
5. If partners show different numbers, they jog in place together for a count of 10.

Teaching suggestions:

1. Initially begin the game with a teacher call of "Quick Draw!"
2. Change partners often.
3. Change the required tasks.

Now try this:

1. Vary the task, i.e., designate stretching exercises or muscular strength exercises (sit-ups for the same number, push-ups for different numbers).
2. Designate one task to be a jog around the activity area.
3. Challenge students to show any number 0-10. Determine if the sum of both numbers is an odd or even number. Odd numbers require strength tasks, even numbers require cardiovascular tasks.
4. Repeat the task above, but have students multiply instead of add.

## FLYING DISCS

### Name of Activity: Flying Disc Golf

Equipment: 1 flying disc per student; 18-20 hoops

Skill Theme: Throwing

#### Organization:

1. Space 18-20 "holes" (hoops) around the large activity area (entire playground). Include natural obstacles such as trees and shrubs to create the course.
2. 3-5 students start at each hole and move as a group around the course.
3. Stagger the starting positions so that every group will have an empty "hole" (hoop) in front of them.

#### Description:

1. On signal, students throw to the next hole. They keep track of their own number of "strokes" they need to land the flying disc inside the hoop.
2. When all the groups have returned to their starting hole, the course is complete.
3. Students wait for their whole group to complete a hole before throwing to the next one.
4. Students do not pass other groups.

#### Teaching Suggestions:

1. Space the "holes" closer together to make the activity easier, farther apart to make it more difficult.
2. Stress safety. Impose a 2-stroke penalty (points) for hitting another golfer.

#### Now try this:

1. Start students in groups of 3-4, but allow individuals to move around the course at their own pace.
2. Designate specific loco motor movements for students to use while moving to different holes.
3. Soccer: Play "soccer golf" in which players use passing or kicking skills to hit a cone or other target. Students play the ball where it stops rolling.

## Name of Activity: Partner Jog with Flying Disc

Equipment: 1 flying disc per pair, 6 cones

Skill Theme: Throwing and Catching

Organization:

1. Mark a circular course with the 6 cones.
2. Students are in pairs scattered randomly around the course.

Description:

1. Pairs jog/run around the course while throwing/catching the flying disc.
2. Each time 1 partner successfully catches the flying disc, the pair scores a point.
3. Designate a time limit to encourage students to earn as many points as they can.

Teaching Suggestions:

1. To provide feedback and encouragement, walk or jog in the opposite direction the students are traveling.
2. Encourage students who are tired to walk briskly until they can jog again.

Now Try This:

1. Pairs scatter within a large activity area. This requires students to stay alert, dodge others, and communicate as they move randomly about the activity area. Ensure students are aware of safety concerns.
2. Basketball, football, soccer, and softball: Do this activity to practice basketball, football and softball throwing and catching, and soccer passing and trapping.

## Jump Ropes

### Basic Skills:

1. Walk and Jump: turn rope while walking forward
2. Double Bounce: jump with both feet. Jump twice for each rope turn.
3. Single Bounce: jump with both feet. Jump 1 bounce for every rope turn.
4. Straddle: jump and land with feet apart. Jump and land with feet together.
5. Skier: jump side to side over a line.
6. Hop: hop on 1 foot.
7. Rocker: start with 1 foot in front (keep that foot in front). Rock from the front foot to the back foot.
8. X: cross one leg in front of the other and jump. Uncross and jump.
9. Backward: turn rope backward then jump.
10. Bell: jump forward and backward over a line.
11. Wounded Duck: jump with heels in and toes out. Then jump with toes in and heels out.
12. Your Trick: make up your own trick.
13. Sideward: put left hand in front of body and right hand behind. Swing the rope sideways and jump. Try your other side.
14. Side swing: swing your rope to one side of your body. Then swing overhead and jump.
15. Twister: twist only the lower part of the body to the left and jump. Twist right and jump.
16. Criss Cross Arms: turn rope forward and cross arms in front (hug yourself tight). Jump through space, uncross arms and jump again.
17. Hopscotch: hop on 1 foot over the rope. Jump with both feet the next rope turn. Alternate hop and jump.
18. Heel to Heel: jump and place left heel forward. Jump and place right heel forward.
19. Front to Back: swing the rope over your head and do a right side swing. Turn your body half way around (180°) to the right. Jump backward.
20. Heel-Toe: on the first jump, touch your left heel to the ground. On the second jump, touch your left toe to the ground. Repeat with right foot.
21. Heel Clicks: swing rope and click heels together to 1 side. Click heels right and jump, left and jump.
22. Double Under: with 1 jump, pass the rope under your feet 2 times. (Lift knees and rotate the rope faster with your wrist).

23. 360° Turn: do a front to back. After jumping backwards, turn rope halfway around (180°) to the right, keeping the rope above your head. Jump forward through the rope.
24. 3 Trick Combo: put 3 different tricks together.

Name of Activity: Follow Me

Equipment: 1 Rope per Student, Music

Skill Theme: Individual Rope Skills

Organization:

1. Students are scattered in a 30x30 yd. activity area.
2. Each student forms a circle with his/her rope and stands inside it.
3. One student leader stands in front of the class (visible to everyone).

Description:

1. The class follows the leader's movements.
2. Leader selects 3 skills to demonstrate and makes a sequence with 4 repetitions of each skill.
3. The leader and class first practice the sequence without using ropes.
4. Add the ropes and music; perform the sequence several times.
5. Select another leader to compose a sequence of different skills. For example: 4 Bell Jumps, 4 Skier jumps, 4 Scissor jumps.
6. Practice the new sequence several times without ropes. Then add ropes and music.
7. Play several rounds with different leaders demonstrating new sequences.

Teaching Suggestions:

1. Space students within area to avoid crowding.
2. The leader should establish the rhythm and the class should follow closely. The goal is to perform the sequence in unison.
3. Switch volunteer leaders who feel comfortable in front of the class and can demonstrate the skills properly.

Variation:

1. Choose 4-6 leaders and let them work in small groups.

## Name of Activity: Double Trouble

Equipment: 1 Rope per Student, 4 cones, Music

Skill Theme: Individual Rope Skills, jumping with a partner

### Organization:

1. Ropes are scattered throughout a 30 x 30 yd. activity area.
2. Students are scattered within the area.

### Description:

1. When music begins (or on signal), students jog throughout the activity area, leaping over the ropes.
2. When music stops (or on signal), students pick up a rope and jump in place.
3. Begin again and remove a few ropes.
4. Stop music. Some students must now jump simultaneously with a partner and 1 rope.
5. The cycle of jogging, jumping, and removing ropes continues several times until  $\frac{1}{2}$  the ropes are left and all students are jumping in pairs.

### Teaching Suggestions:

1. Encourage students to share ropes, so no one is eliminated.
2. Between rounds, encourage students to get a new jumping partner each time.
3. Remind students to walk rather than jog if they become too tired.
4. Allow more time for jumping as students share their ropes.
5. Encourage students to find their ropes quickly.

## Hula Hoops

### Basic Skills:

1. The Hula: one hula hoop around waist.
2. Double Trouble: 2 hula hoops at once around waist together.
3. Arm Switch: hula hoop around 1 arm, switch arms.
4. The Choker: hula hoop around neck (hoop should not touch front of neck).
5. Knee Knockers: hula hoop around knees.
6. Hula Hop: Hula hoop around 1 ankle and hop over the hoop as it turns.
7. Slip the Eel: hula hoop around neck and slip arms up through the hoop, keeping hoop circling as it catches the waist.
8. Sink the Ship: hula hoop from waist to knees (to waist again).
9. Boomerang: roll hoop forward with a backhand flip. When hula hoop comes back, jump over it and through the center.
10. 360 ° hulas hoop and turn one complete circle.
11. Hula Jump: jump rope with the hula hoop.
12. Hoop'n Spin: hula hoop and spin around on 1 foot (I circle). This is easier if a turn is made in the same direction the hula hoop is circling.
13. Hula Original: create your own trick.

### Name of Activity: Hula Hoop Stations

Equipment: 1 hula hoop per student

Skill Theme: Continuous movement using the hula hoop

### Organization:

1. Make hula hoop Basic Skill Cards and place 5-10 yds. apart in a rectangular or circular formation.
2. Designate groups of 2-3 students.
3. Assign each group a station and designate the direction of movement around the course.

### Description:

1. Each group reads their card and performs the task for 1-3 minutes.
2. On signal, the group rotates to the next station using a designed loco motor movement (e.g., jogging, skipping, galloping).

## Name of Activity: Partner Hoop Challenges

Equipment: 1 per student

Fitness Component: cardiovascular efficiency, muscular strength and endurance

Organization: Students work with a partner, pairs are scattered throughout the activity area.

### A. Mirror, Mirror

Description:

1. Pairs place their hoop on the ground and stand inside.
2. Announce a movement sequence using the directions, "In, Out, Over & Around."
3. For example, "In, out, over, in." It is helpful if all movement sequences begin and end with the students in the hoop.
4. Allow pairs to practice the movement with their partner and challenge them to be identical in their movements.
5. Challenge pairs to complete the sequences in a designated period of time.
6. Challenge pairs to choreograph their own movement sequences.

### B. Hoop Shoes

Description:

1. Pairs face each other 5-6 yds. Apart, one hoop per pair.
2. The student without the hoop is the "stake." The stake stands with feet together. The stake cannot move the feet but can sway from side to side.
3. The student with the hoop tries to score a "ringer" by tossing the hoop over the stake.
4. Encourage the stake to sway to help ring the hoop.
5. Challenge the students to invent their own scoring system.

### C. Slide on Over

Description:

1. Pairs face each other 5-6 yds. Apart, one hoop per pair.
2. The student with the hoop slides the hoop along the ground toward his/her partner.
3. The partner attempts to jump and land inside the hoop as it approaches.
4. Score 2 points for landing safely (without falling) with both feet inside the hoop, and 1 point for landing safely with one foot inside the hoop.
5. Challenge students to experiment with different techniques for sliding the hoop to find the most effective method of delivering the hoop to their partner.

#### D. Cave Crawls

##### Description:

1. Pairs face each other 5-6 yds. apart, one hoop per pair.
2. The partner with the hoop balances the hoop upright on the ground.
3. On signal, their partner bear walks back and forth through the hoop as many times as possible in 30 seconds.
4. Change roles and repeat the activity.
5. Have one student balance both hoops upright as far apart as possible. Challenge the students to pass through both hoops as many times as possible.

#### References:

CATCH Curriculum, Grades 3-5 Activity Box, The Regents of the University of California, and licensed by Flaghouse, Inc.

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