



Arkansas Safe Routes to School

5th grade

Curriculum providing instruction within the Arkansas State
Department of Education's published frameworks for student
competency in Physical Education and Health



Arkansas Safe Routes to School

Age Group: **5th grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.5.9

Sit students down in a circle and pass out the weekly mileage cards. Explain that there will be monthly winners for the Boy and the Girl who walks the farthest in each homeroom, grade and building. Talk about when and where students can walk. Talk to them about walking to school – or whether their parents would drop them off at a designated point to walk the rest of the way.

Today's Chat:

Targeted competency: PEL 2.5.1 – in which students should:

Calculate the intensity of exercise (e.g., heart rate, breathing, perceived exertion, recovery rate).

TODAY'S GAME

Targeted competencies: PEL 2.5.1 – in which students should:

Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.5.9

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this fun worksheet to be sent home with each student:



Important points to make during this session:

Introduce “Warming Up”

During this first session, have students sit down in a circle and show them the Weekly Mileage Cards. You will need to have printed up enough cards to give to each student. (See end of chapter)



Student's Name: _____

Grade: _____ **Homeroom:** _____

Daily miles: Distance from home or drop-off _____

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Before school	_____	_____	_____	_____	_____	_____	_____
In Phys-Ed	_____	_____	_____	_____	_____	_____	_____
At recess	_____	_____	_____	_____	_____	_____	_____
At lunch	_____	_____	_____	_____	_____	_____	_____
After school	_____	_____	_____	_____	_____	_____	_____
TOTAL:	_____	_____	_____	_____	_____	_____	_____

TOTAL:

Other physical activity:

describe the activity

how many minutes did you do this?

Sun	_____	_____
Mon	_____	_____
Tue	_____	_____
Wed	_____	_____
Thu	_____	_____
Fri	_____	_____
Sat	_____	_____

Explain that there will be monthly winners for the Boy and the Girl who walks the farthest in each homeroom, grade and building. Talk about when and where students can walk. Perhaps in your school it will only be during Physical Education class. Or perhaps you will have arranged other opportunities, such as around the school track before school or from remote drop-off points on or near the campus.

Tell students they can get credit for walking to school – or for walking from any point their parents might decide to start dropping them off. Tell them that if their parents give them permission, they can walk at home – but to ask their parents to help them figure out a route AND to measure it for accurate reporting.

Describe whatever incentives, recognition and prizes, if any, that will be given to students who walk during this program.

Then tell the students to do a few laps. Tell them they’ve



got five minutes – and you’ll give them a straw or popsicle stick each time they finish a lap. “OK, ready?” you ask. “Let’s see who can walk or run the most laps in five minutes! GO!”

After five minutes, bring the students back to the circle. Explain the importance of the honor system – that students will often be reporting on their own daily mileage and that cheating to win is worse than losing. “Do you want to be somebody who can only win by cheating?” you can ask. “Of course not! You want to win by being the best.”

Next, talk up how much you, the instructor, enjoy walking, jogging, running or bicycling. Give a personal testimonial about how it has helped you however it has – to lose weight, stay in shape, start the day right, avoid depression, get out into the beauty of nature or whatever is appropriate.

Build up students’ enthusiasm, selling the program and building up their enthusiasm, such as by asking, “Which one of you is going to win this? Do you think you second graders can beat the first graders? I certainly hope so! I betcha we can outdo the third graders! What do you think? Wouldn’t it be great if we showed up the sixth graders?”

Remember that Physical Education class needs to be very active – so keep this instruction to two minutes or less. End your introduction with “OK, let’s go walk another five minutes!” Again, keep track with straws or sticks.

During “Today’s Chat” (part 1)

After five minutes, call the class back into the circle and hold up the handout “**Take a Look Inside of You.**” Have volunteers point to the heart on the picture.

Ask students to place their hands over their hearts, using the picture to find the correct location.

Then have students make a fist with one hand and look at the size of their fists. Explain that their hearts are a little larger than their fists and that their hearts are located inside their chests under their ribs. Have students try to feel their ribs to get a better understanding of where the ribs and heart are.

Then have student bend their arm at the elbow and feel their own muscle in their upper arm. Explain that the heart is a muscle, too. Ask students to tell you what they know about muscles.

Explain that the heart muscle is a pump. If possible, show students how a bicycle hand pump or a basketball pump works. Let them feel the air rushing out as you push the handle. Ask: “*Some pumps pump air. Some pump water. What does the heart pump?*”

Explain that it pumps blood through the body. Have students squeeze their fists to simulate the pumping action of the heart. Point out that the heart pumps blood all the time. Have students squeeze their fists again and again. Ask them how their hands feel after they have squeezed them many times. Point out that the squeezing makes the muscles in their hands get tired, but the heart muscle pumps and pumps and never gets tired. Tell them that they cannot start or stop their hearts the way they can start or stop squeezing their fists.

Then, tell them that we do have to take care of our hearts. We have to keep it strong. One way is by exercising it. Tell everybody to jump up and run one more lap as fast as they can. As they return, give everybody another straw or stick and have them put their hands on their chests. See if they can feel their pulse in their wrist or neck.

Ask “Is your heart pumping faster now that you just ran?”

Tell the students “You just gave your heart a good workout. It feels so much better! And when it feels better, you feel better!” Have everybody line up against a wall of the gym or a fence or exterior wall if class is outside.



TODAY'S GAMES 1

Instruct everybody that they need to push their back pockets against the wall or fence. Then announce that we're going to have a race! Who is the fastest person in the class? They must start with their back pockets against the wall, run to a far wall or fence, touch it with their hand, then race back to touch the starting point wall. Then yell, "GO!"

Recognize first, second and third place winners by name, cheering them and congratulating them. Then have additional rounds as time permits:

1. Running backward; 2. Skipping; 3. Running holding a partner's hand; 4. Doing the crabwalk

Each time recognize the winners by name. Have the class applaud them. Ask the class whether their hearts are pumping harder than before. Have them try to take their pulse.

Today's Chat (part 2)

Remembering that this is a physical education class – and we need to keep instruction brief and the emphasis on activity – introduce the F.I.T.T. principle, but only briefly and in the most basic terms.

Have students hold up four fingers on their right hand. Have them recite:

F, I, T, T! What does that spell? Fit!

Ask: What does it mean to be "fit?" Field the students' answers.

Explain briefly that it is the rare four-year-old that is not physically fit. Why? Because they are in constant motion. Ask if anybody has a four-year-old in their family. Listen to students' answers about brothers, sisters, cousins, nephew, nieces and so forth. Let them share how the four-year-olds are in constant motion.

Explain that by sixth grade, however, lots of kids are no longer physically fit. Ask the students why. Listen to their answers. Guide the conversation toward the fact that sixth graders are no longer running all the time -- like four-year-olds.

Ask the students: So, what do we have to do? Answer: Get fit! Tell everybody to hold up their fingers again. Recite: F, I, T, T. What does it stand for? F- Frequency! I-Intensity! T-Time! T-Type.

Ask students: **What is Frequency?** (Answer: How often)

Frequency is how often a person performs the targeted health-related physical activity. For each component of health-related fitness, a safe frequency is three to five times a week.

What is Intensity? (Answer: How difficult)

Intensity is how hard a person exercises during a physical activity period. Intensity can be measured in different ways, depending on the activity. For example, monitoring heart rate is one way to gauge intensity during aerobic endurance activities.

What is Time? (Answer: How long do you exercise?)

Time is the length of the physical activity. For example, the minimum time for performing aerobic activity is 20 minutes of continuous activity.

What is Type? (Answer: What are you doing? Running? Lifting Weights?)

Type refers to the activity chosen. For example, an individual wishing



to increase arm strength must exercise the triceps and biceps, while an individual wishing to increase aerobic endurance needs to jog, run, swim or perform some other aerobic activity.

TODAY'S GAMES 2

Let's see who can run or walk the most laps in 20 minutes. Researchers say that 20 minutes of running or walking fast is great for almost anybody. So, you tell students, we are going to see who in the class can accomplish the most laps in 20 minutes. *Use your alternative measuring method.*

Time the event. At the end of 20 minutes, have students sit in a circle. Have them raise their hands if their hearts are beating faster than usual. Applaud their effort. Have your aide or a student helper do a count -- and declare a winner for the most laps.

Show the group the graphic "Strong heart, strong body."

Let's walk and run!

Announce that for whomever wants to participate, there will be one more round of walking or running laps -- to see who can run the most laps that day.

Before you go:

As students prepare to go to their next class have your aide tally each student's mileage for that day. It is important that you already know how many laps equals a mile so that each student gets credit for how much they ran or walked.

If you have no aide, you may want to have students count their own straws or sticks -- while reminding them in class the importance of the honor system. If needed, count any tally that you suspect is inaccurate and warn the offender that he or she could be disqualified from the program -- *something you don't want to happen since they are an obvious contender to win.*

Mark each student's mileage as you hand them their mileage tally card. Caution them that if they lose the card, they will have to start over again -- since there is no other daily record of their mileage.

Fun at home:

As students leave, give them or their next teacher the handouts "*Take a Look Inside of You,*" which has the explanation on the reverse of the "*Safe Routes to School*" program. Instruct students to explain the "*Safe Routes to School*" flier to their parents or caregiver.

Remind students that they can accumulate miles outside of Physical Education class by walking on a route measured by their parents at home. Remind them that they can accumulate miles by walking to school -- or by walking from a remote drop-off point.

If your school administration has approved a remote drop-off point for bus riders, make sure that students explain that to their parents -- and that parents will have to sign their permission. Then students will have to give their signed permission slip to the bus driver the next day.

Be sure that you have administration approval for the remote drop-off concept -- and that bus drivers have been briefed. Make sure each bus driver has a roster sheet on which he or she will record which students have permission to be dropped off.

You may want to explore with your administration an appropriate drop-off point that is on school



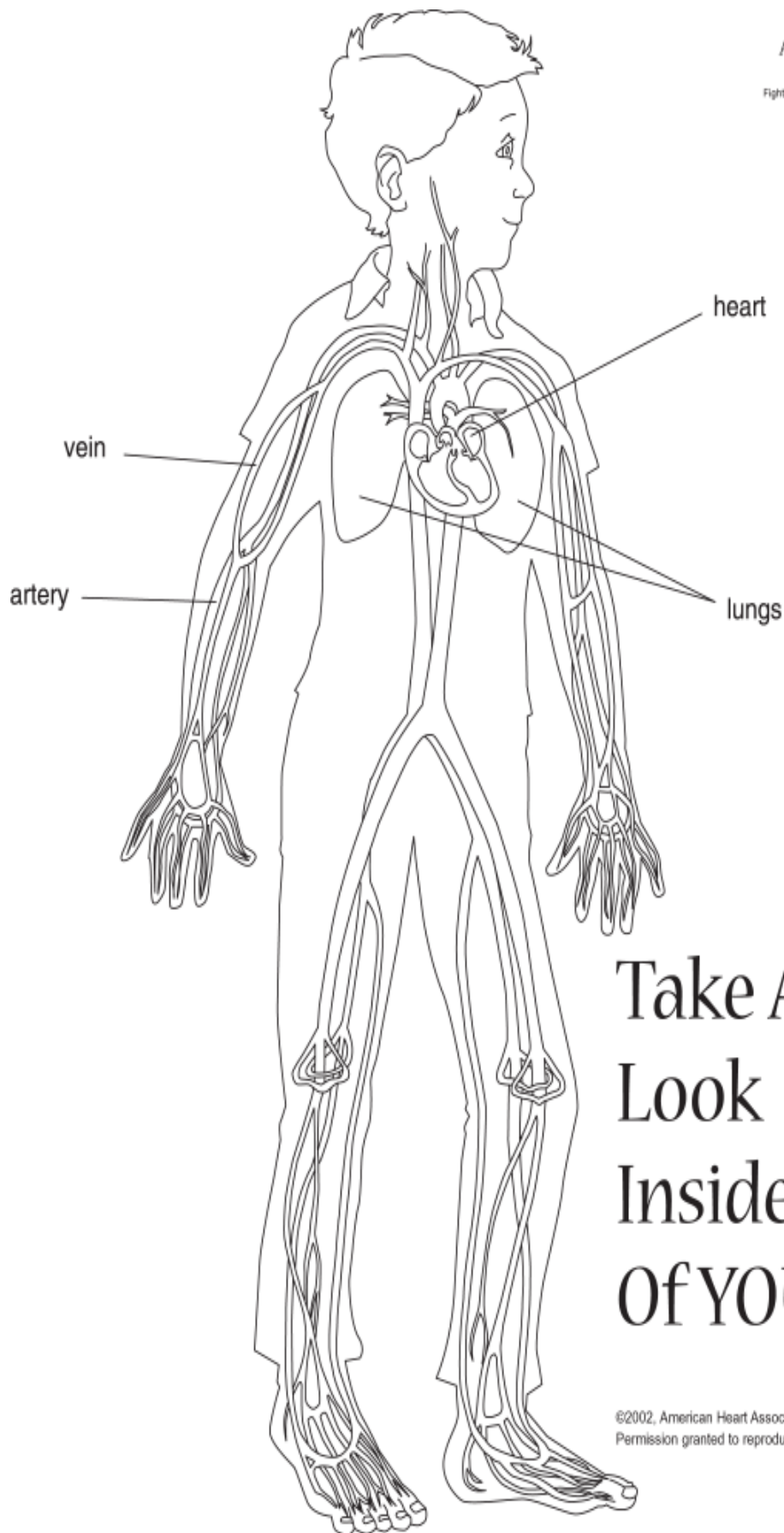
property, but which will require students to walk some distance to their classroom. This might be on the far side of the football stadium. It is best if students will not have to cross any streets as they walk to their classroom.

Challenge students that the next time you see them, you want to be astonished by how many miles they've walked or run on their own.

Ask them to raise their hands to show who will be the class winner for walking the farthest. Build their enthusiasm. Get them excited about participating.

Tell them that we've got a surprise for them today at the end of class. Everybody in class could win a national award.





Take A Look Inside Of YOU!

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Arkansas Safe Routes to school

Week of _____

Student's Name: _____

Grade: _____ Homeroom: _____

Daily miles: Distance from home or drop-off _____

Sun Mon Tue Wed Thu Fri Sat

Before school _____

In Phys-Ed _____

At recess _____

At lunch _____

After school _____

TOTAL: _____

TOTAL:



Arkansas Safe Routes to school

Week of _____

Student's Name: _____

Grade: _____ Homeroom: _____

Daily miles: Distance from home or drop-off _____

Sun Mon Tue Wed Thu Fri Sat

Before school _____

In Phys-Ed _____

At recess _____

At lunch _____

After school _____

TOTAL: _____

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Arkansas Safe Routes to school

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Arkansas Safe Routes to school

Week of _____

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At recess _____

At lunch _____

After school _____

TOTAL: _____

TOTAL:



Arkansas Safe Routes to school

Week of _____

Student's Name: _____

Grade: _____ Homeroom: _____

Daily miles: Distance from home or drop-off _____

Sun Mon Tue Wed Thu Fri Sat

Before school _____

In Phys-Ed _____

At recess _____

At lunch _____

After school _____

TOTAL: _____

TOTAL:



Arkansas Safe Routes to school

Week of _____

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Sun Mon Tue Wed Thu Fri Sat

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After school _____

TOTAL: _____

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Arkansas Safe Routes to school

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Grade: _____ Homeroom: _____

Daily miles: Distance from home or drop-off _____

Sun Mon Tue Wed Thu Fri Sat

Before school _____

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At recess _____

At lunch _____

After school _____

TOTAL: _____

TOTAL:



Arkansas Safe Routes to school

Week of _____

Student's Name: _____

Grade: _____ Homeroom: _____

Daily miles: Distance from home or drop-off _____

Sun Mon Tue Wed Thu Fri Sat

Before school _____

In Phys-Ed _____

At recess _____

At lunch _____

After school _____

TOTAL: _____

TOTAL:



Other physical activity:
describe the activity

how many minutes did you do this?

Sun _____

Mon _____

Tue _____

Wed _____

Thu _____

Fri _____

Sat _____

Other physical activity:
describe the activity

how many minutes did you do this?

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describe the activity

how many minutes did you do this?

Sun _____

Mon _____

Tue _____

Wed _____

Thu _____

Fri _____

Sat _____



Parents: Will you help your child to walk & run?

Greetings!

We need your help! Your child's physical education class is participating in our local Arkansas Safe Routes to School competition. What this means is that we are encouraging kids to walk to school. *Why?* There are a great many health benefits that result from an early morning walk. Students arrive in class alert and ready for a good day's work in class.

Another reason is that we are keeping track of how many miles each student walks each month. You can help your child win this competition by letting them walk each morning.

Attached you can see your child's Weekly Walking Card for this first week.

Does your child live within a mile of school? Within two miles?

If so, consider letting your child walk to school daily. Please calculate how far your home is from the school and write it on your child's card. Each day that they walk to school, they will receive credit for that mileage.

But what if you live too far away from school for your child to walk?

We'd like to suggest several possibilities.

Does your child ride the bus to school daily?

If so, consider signing the attached permission slip that tells the bus driver that your child has your permission to be dropped off at the "walking schoolbus stop" at:

There, other students will be walking to school together daily, leaving at _____ a.m. in a "walking schoolbus." They will be walking a distance of _____ daily.

Do you drive your child to school daily?

If so, why not park your vehicle at the "walking schoolbus" stop above and walk with your child to class? Remember, the group will be leaving at _____ a.m. each day.

Another possibility is to drop your child off at the "walking schoolbus" stop. If you want your child to walk with the group, remember they leave at _____ a.m. each day.

This is going to be a lot of fun!

It will help your family save the expense of gasoline. It will give your child a healthy start each day – early morning exercise and a fun time with friends to begin the school day. You are invited to walk with your child, too – and enjoy this special, healthy time with your student and his or her friends.

Will you help your child keep track of his or her daily mileage?

Whether or not your child walks to school daily, will you help him or her record any daily physical activity? Will you help your child measure a safe walking course in your neighborhood or on your property? *We'll be writing next week about a national competition we're going to participate in – as we all walk for our health!*



Walking Schoolbus Permission Slip

I hereby give permission for my child to be dropped off at the designated “Walking Schoolbus” stop under the following conditions:

- That there is a school-designated adult waiting at the Walking Schoolbus stop when my child is to be dropped off. *If not, please have my child remain on the bus for the remainder of the trip to school.*
- If it is raining, I give permission only if my child remembered to bring an umbrella. *If not, please have my child remain on the bus for the remainder of the trip to school.*
- If in your opinion, it is safe to drop my child off. *If for any reason in the schoolbus driver’s opinion it is unwise for my child to participate on any given day, please have my child remain on the bus for the remainder of the trip to school.*

This permission slip is for the following child:

CHILD’S FIRST NAME

LAST NAME

GRADE

HOMEROOM TEACHER

PARENT’S FIRST NAME LAST NAME

CELLPHONE NUMBER

**OTHER NUMBER AT WHICH
I CAN BE REACHED**

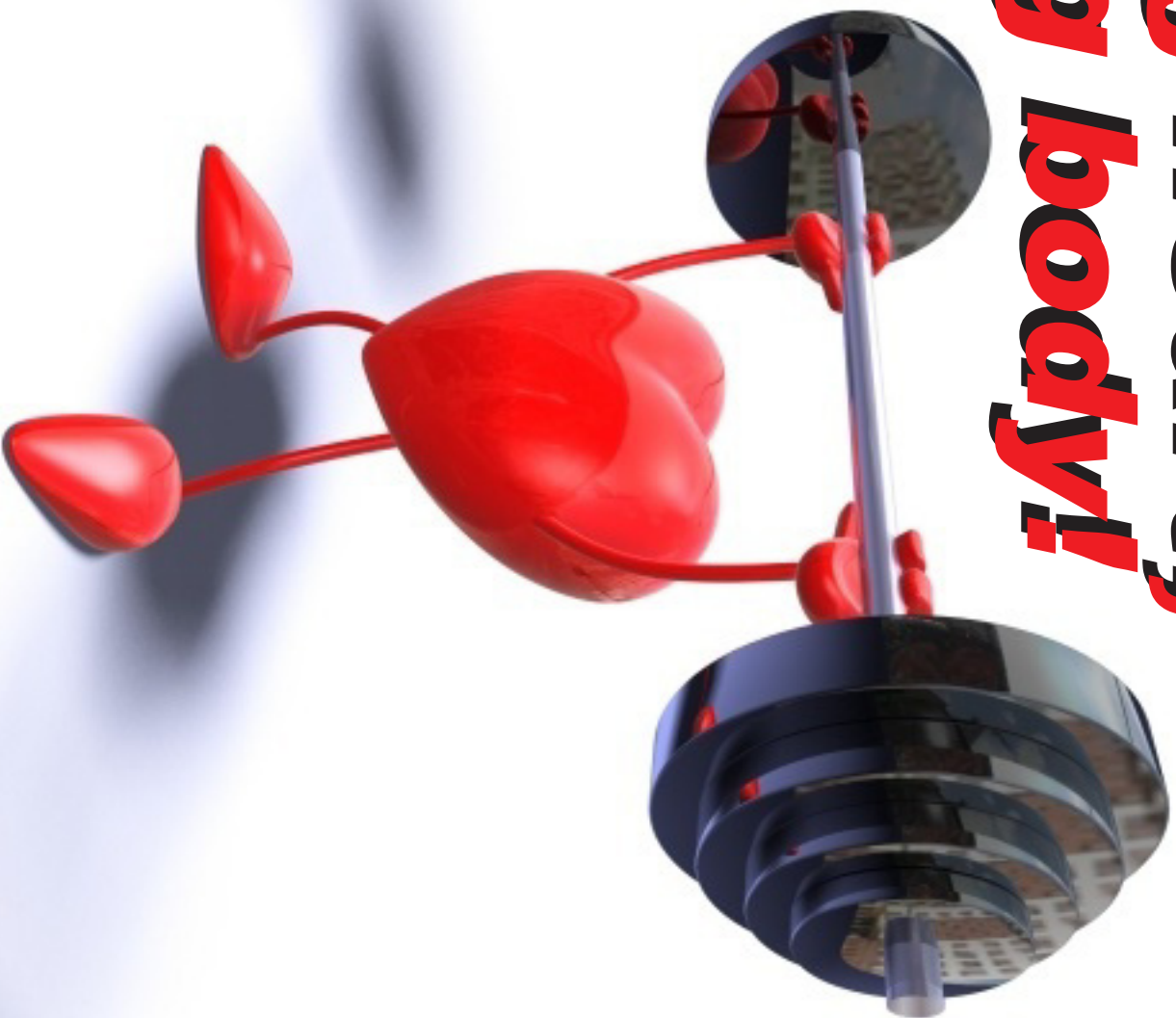
EMAIL ADDRESS AT WHICH I CAN RECEIVE NOTIFICATIONS

Signed:

Parent’s signature



**Strong heart,
strong body!**





Arkansas Safe Routes to School

Age Group: **5th grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.5.9

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: PEL 2.5.2, PEL 2.5.3, PEL 2.5.9 – in which students should:

Understand the F.I.T.T. principle as it relates to cardiorespiratory endurance: frequency, intensity, time, type. Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half-mile run, PACER, heart rate recovery, walk test). Participate in high-intensity and low-intensity exercises.

TODAY'S GAME

Targeted competencies: PEL 2.5.2, PEL 2.5.3, PEL 2.5.9 – in which students should:

Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.5.9

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this fun worksheet to be sent home with each student:



Lesson 2: How would you like to win a medal?

Important points to make during this session:

Re-introduce “Warming Up”

As students enter, instruct them to begin walking and running laps.

Tell them that’s what they need to do from now on as soon as they arrive in Physical Education class – no sitting around waiting. Just come in and start running and walking. After all, this is a competition! So, let’s see who can walk and run the most laps!

You or your aide needs to be ready with the straws or sticks so that students get credit for each of their laps. If they want to report how much mileage they’ve accumulated since the last class, encourage them to wait until class begin.

During “Today’s Chat” (part 1)

Have students sit in a circle and turn in their weekly mileage cards. If you have an aide, he or she can begin tallying the totals and posting them on the wall poster for each class.

Remind students that there will be monthly winners for the Boy and the Girl who walks the farthest in each homeroom, grade and building. Remind them about when and where they can walk.

Ask who created opportunities so they could run on their own. Let the students raise their hands and report about marking off courses at home or being permitted to be dropped off so they could walk part of the way to school. Find out how many walked to school. Recognize and applaud them.

Then tell the students to do a few laps. Tell them they’ve got five minutes – “GO!” If you have no aide, this will be a good time to record the weekly totals and post them on the wall poster.

This will also be a good time to prepare this week’s prop – a large basin of water on a low table.

After five minutes, bring the students back to the circle.



Explain that blood is pumped through the body in a closed system – constantly recycling blood, sending it through the body so impurities are removed and re-supplying the blood with nutrients and oxygen, which it takes throughout the body, leaving the nutrients, gathering impurities – over and over and over..

Dip both of your hands into the basin of water to demonstrate the heart’s pumping action. Model the activity by putting your hands one inside the other to form a cup. Put your cupped hands under the surface of the water. Close your thumbs together so that the opening of the “cup” is only about a quarter-inch wide. Quickly squeeze your hands together, but don’t close the opening at the top of your hands. Water will spurt out of your hands.

Explain that this is similar to the pumping action of the heart. If the class environment allows it, let students dip their hands in the water to try the pumping activity.



This will be messy, so only allow students to participate if it will damage the gymnasium floor..
Outdoors will be optimum – you won't have to mop up afterwards.

Explain that when the heart pumps, the blood does not spurt out all over the place like the water in the demonstration did. The blood flows into blood vessels, which transport it around the body.

Talk about weight-lifting and body building – noting that muscles must be exercised if they are to grow stronger. Explain that the heart is much the same – and that's why we play games that make the heart work harder.

Review how to take one's pulse. Using a watch with a second hand, take a one-minute pulse of those students who have figured out how to do it. Have them announce the number.

Then have everybody jump up and run laps for one minute, then return quickly to the circle and take a second one-minute pulse.

Ask:

"How did your pulse rate change when you exercised?" (It increased.)

"Why do you think this happened?" Encourage students to make hypotheses.

Help students conclude that our hearts are always beating. When we are sitting quietly, our hearts beat slowly. When we perform physical activity, the body's need for oxygen and other nutrients increases.

For example, our leg muscles use up much more oxygen to produce the energy they need to perform vigorous exercise, so our hearts must beat faster to supply that needed oxygen. This action is reflected in an increased pulse rate.

Ask students to take their pulses again after sitting quietly for a few minutes.

"How has your pulse changed now? Why?" (It has slowed down again.

The muscles no longer need an increased oxygen supply.)

TODAY'S GAME 1

As you hand out jump ropes, explain that jumping rope is a good "aerobic" exercise. Explain that "aerobic" means that it makes your heart pump harder and increases the amount of oxygen that you need.

Also note that it doesn't require much equipment or space, it can be done almost anywhere and it can be done by one person. Point out that almost any kind of rope will work – it doesn't have to be fancy or have handles.

Demonstrate the proper way to turn and jump a jump rope. *Begin with the rope behind you and resting against your heels. Then bring the rope up and over your head with a circular wrist motion. Jump over the rope and land on the balls of both feet. Keep your feet and ankles together.*

Let students try turning and jumping. Once most of them have mastered the basic technique, demonstrate the following variations that they can add to their rope jumping. Select those that are appropriate for the students's rope jumping skill level.

Heel Touch–Jump and touch your left heel in front of you; jump and touch your right heel in front of you.

Toe Touch – Jump & touch your left toe behind you; jump and touch your right toe behind you.



Heel and Toe – Jump on your left foot and touch your right heel in front. Jump on your left foot and touch your right toe in back. Jump on your right foot and touch your left heel in front. Jump on your right foot and touch your left toe in back.

Running – Rather than jumping with both feet off the ground at the same time, alternate with left, then right, left, then right, left, then right. Then try moving around, “running” while jump-roping.

During “Today’s Chat” (part 2)

Have students sit in a circle. Explain that for jumping rope to help the heart, it has to be done long enough and hard enough to make the heart work harder. Point out that students can tell if they are jumping enough by using the “talk test.” *If they can talk while jumping, they are at the right pace; if they can’t talk at all, they need to slow down.*

Have everybody raise the fingers on one hand and recite F.I.T.T. again. Review: What do we have to do? **Answer: Get fit!** Have everybody hold up their fingers again. Recite: F, I, T, T. What does it stand for? F- Frequency! I-Intensity! T-Time! T-Type.

Review: **What is Frequency?** (Answer: How often)

What is Intensity? (Answer: How difficult)

What is Time? (Answer: How long do you exercise?)

What is Type? (Answer: What are you doing? Running? Jumping rope?)

Now, have everybody pull out their weekly mileage cards. Tell them that we are going to take advantage of an opportunity to win a national award at the same time that we’re doing our weekly mileage.

Hold up the **The Active Lifestyle Activity Log** from the next page. Explain that everybody is going to be able to win the **President’s Active Lifestyle Award**. All anybody has to do to win it is be physically active for 60 minutes five days a week for six weeks -- and everybody’s already doing that, right?

Have everybody look at the reverse side of their weekly mileage logs. Explain that for the President’s Active Lifestyle Award, they will get credit for any physical activity -- including dance lessons or soccer practice or a baseball game – or jump-roping in phys-ed class.

Encourage them to keep track of everything on the back of their cards – and to turn in the results once a week when they come to physical education class.

It is recommended that the teacher keeps these master logs alphabetized in a loose-leaf note book – one notebook for each class.

TODAY’S GAME 2

Have students jump rope for another 5-10 minutes (or as long as time allows) without stopping.

Then have them cool down by putting away the jump ropes and walking one lap, after which they join you in a circle where you give them all one more straw or stick for the lap.

Let’s walk and cool down!

Ask your students what signs told them that they were giving their heart and lungs a workout. (Face feeling warm, breathing harder, heart beating faster, sweating) Point out that like the talk test, they can use these signs to tell when they are exercising enough



Before you go:

Caution them that they may be over-exercising if they feel weak or wobbly and they should slow down. However, encourage them to push themselves to excel. Remind them to keep track of their activities at home and after school.

Yes, soccer practice counts!

So does ballet class! And karate! And helping out with chores at home!

Fun at home:

As students prepare to go to their next class, if it has not happened already, have your aide tally each student's current mileage (both in class today and elsewhere) and post the results on the wall posters.

Give students or their next teacher the ***Heart Word Game*** Activity Sheet to take home. Tell the kids it is just for fun – it's not homework that has to be returned.

Also tell them to make sure their parents read the flyer explaining the **Presidential Active Lifestyle Award**.



Find your resting pulse rate

1. Choose between your wrist or neck artery.
2. Have your partner to keep time for 15 seconds.
3. Count your pulses for 15 seconds
4. Figure ____ heartbeats X 4 = ____ resting heartbeats per minute

Find your working pulse rate

1. Do 20 jumping jacks.
2. Have your partner to time 15 second again.
3. Count your heartbeats for 15 seconds.
4. Figure ____ heartbeats X 4 = ____ working heartbeats per minute

Find your cool-down pulse rate

1. Wait two minutes. .
2. Have your partner to keep time for 15 seconds.
3. Count your pulses for 15 seconds
4. Figure ____ heartbeats X 4 = ____ cool-down heartbeats per minute

Chart your pulse rate:

140				
130				
120				
110				
100				
90				
80				
70				
	Resting	Working	Cool down	





Everyone can be an **All-American**



THE PRESIDENTIAL Active Lifestyle Challenge

We are delighted to announce that your child will be participating in the **Presidential Active Lifestyle Award Challenge** as a part of our physical education walking project.

As a result, your child will be eligible for a national award – by just talking and keeping track of his or her daily exercise.

The **Presidential Active Lifestyle Award Challenge** motivates kids to be physically active on a regular basis by encouraging them to engage in activities that they enjoy. *How?*

1. Be physically active each day. 60 minutes daily. Almost any activity counts as long as it involves moving the large muscle groups in the body.

2. At least five days a week. Log in your child's activities on his or her Weekly Walking Card.

3. Keep it up for at least six weeks.

Which activities count?

Aerobics	Archery	Badminton	Baseball
Basketball	Baton Twirling	Bicycling	Billiards
Bowling	Boxing	Calisthenics	Canoeing
Cheerleading	Croquet	Dancing	Diving
Farm chores	Fishing	Frisbee	Football
Gardening	Golf	Gymnastics	Handball
Hiking, Backpacking	Home Repair	Horseback Riding	Horseshoe Pitching
Household Chores	Hunting	Juggling	Kayaking
Kickboxing	Lawn Mowing	Lifting and hauling	Mountain Biking
Mountain Climbing	Marching	Martial Arts	Motocross
Rock Climbing	Roller Skating	Rope jumping	Rowing
Rugby	Running	Sailing	Scuba Diving
Shuffleboard	Skateboarding	Skating	Ski-mobiling
Sky Diving	Sledding	Snorkeling	Snowboarding
Snowmobiling	Soccer	Softball	Stationary bicycling
Swimming	Table Tennis	Tai Chi	Tennis
Track & Field	Trampoline	Trap & Skeet	Unicycling
Volleyball	Walking	Water Polo	Water Skiing
Weight Training	Wind Surfing	Wrestling	Yoga

What do we need you to do?

Just help your child to keep track of his or her daily exercise so that your child can win the **Presidential Active Lifestyle Award** as a part of our physical education walking project.





The Active Lifestyle Activity Log

Participant Name _____ Date Started _____

Group ID _____ Age _____ Date Completed _____

Week 1	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Week 2	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Week 3	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Week 4	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Week 5	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Week 6	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Verification

I certify that I have met the requirements of the Presidential Active Lifestyle Award.

☐ I have met my daily activity goal for at least 5 days each week. Participant Signature _____

☐ I have performed my physical activities for at least 6 weeks. Teacher Signature _____





Arkansas Safe Routes to School

Age Group: **5th grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.5.9

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: PL 2.5.2, PEL 2.5.3, PEL 2.5.9 -- in which students should:

Understand the F.I.T.T. principle as it relates to cardiorespiratory endurance: frequency, intensity, time, type. Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half-mile run, PACER, heart rate recovery, walk test). Participate in high- intensity and low-intensity exercises.

TODAY'S GAME

Targeted competencies: PEL 2.5.2, PEL 2.5.3 -- in which students should:

Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.5.9

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this fun worksheet to be sent home with each student:



Important points to make during this session:

Reinforce “Warming Up”

As students enter, remind them that during this unit, they should immediately begin walking and running laps as soon as they come to physical education class. Remind them that this is a competition! *Let’s see who can walk and run the most laps!* Of course, you or your aide needs to be ready with the straws or sticks so that students get credit for those laps.

If they want to report how much mileage they’ve accumulated, urge them to do laps and report in later – after class begins.

During “Today’s Chat” (part 1)

Point out that physical activity – any kind of physical activity – benefit the body. It strengthens the muscles. Ask students if they remember which muscle is so very important to strengthen (*The heart*). Tell them, there are two kinds of muscles: Voluntary and involuntary. The voluntary muscles are the ones that you can move. The involuntary muscles move by themselves.

Point out that there are all sorts of benefits to walking and running, since it uses so many muscles. It works our involuntary muscles and a whole lot of our voluntary muscles, not just one or two as in weightlifting. Furthermore, running and walking make our body’s complicated systems work better. It can relieve stress – pressure. Ask if any of them has ever known somebody who was depressed. Tell them that many doctors have begun prescribing a daily walk as treatment for depression.

Point out that all sorts of different physical activities use running. Ask if anybody has ever played soccer. Point out that in a professional soccer match, athletes sometimes have to run as much as five miles – back and forth, following the ball and trying to score goals.

TODAY’S GAME 1

Pass out soccer balls to every student. Explain that today we’re going to play some soccer games, but not actually play soccer itself. Have everybody stand with one foot on the ball. Tell them “OK, from now on, nobody can use their hands. Just your feet. In soccer, only the goalkeeper can use his hands ... and today we don’t have a goalkeeper. So ... **NO HANDS!**”

Students are standing with one foot on the ball. Tell them to switch feet – put the other foot on top of the ball.



Then switch again. And again. And again. Have them speed up, switching which foot rest on top of the stationary ball. Tell them to keep count – everybody switch 30 times.

As the fastest students finish, ask the class if their hearts are beating faster. (They will be).

Have everybody sit down with their feet extended in front of them. Be humorous as you give them “permission” to pick up their soccer ball with their hands. Have them hold the ball over their heads with their arms extended, then see if they can touch the soccer ball to their toes.

Tell them to take it easy – to lean forward slowly and stretch out their muscles as they try to reach their toes ... or beyond their toes. Ask “Are we stretching out an involuntary muscle or a voluntary muscle?” (Voluntary, obviously.)

Have everybody stand up with their ball in both hands. Stretch again with both feet flat on the floor, but the left leg back, the right leg forward. Stretch! Switch feet. Now sit on the floor and try to touch toes again with the soccer ball. Ask “How much farther can you stretch this time?”

Your students will find that with their leg muscles stretched, their flexibility increases and they can reach farther.

Explain that some exercises help keep the heart and lungs healthy. When the lungs and heart are fit, they work more efficiently together and people can do more without tiring.

Explain that different physical activities help the body in different ways. For example some exercises help keep the body flexible, or easy to bend. On the other hand, some exercise helps strengthen muscles. Other exercise increases our endurance – strengthening our muscles so they can do something for a longer time.

An example of this would be activities like chin-ups, push-ups, and weight lifting.

Have the students spread out and try some soccer push-ups. Demonstrate putting the ball on the floor, then both hands on the ball. Extend your feet behind you, putting your weight on your toes in classic push-up position, but with the ball under your chest, both hands on the ball.

See who can do the most soccer push-ups. Recognize and applaud whoever does the most push-ups. Marvel how strong that student’s biceps are – and that everybody can build up their biceps by doing push-ups on their own ... at home, when bored, on the playground – *almost anywhere!*

Explain that other exercises help keep the heart and lungs healthy. An example of this would be jogging, running, jumping rope or playing soccer.

Have all the students put their back pockets against the wall as in the previous lesson. Explain this time, it’s a race holding their soccer ball, running to the far wall, touching the wall with their soccer ball, then running back and touching their soccer ball to the starting wall. Yell *GO!*

As before, recognize first, second and third places. Have a rematch if you wish. Then, demonstrate how to dribble a soccer ball using the inside of the foot. Keep the ball no further than two feet ahead of your feet.

Tell students to try dribbling without looking at the ball! Have everybody try.

Then, send them to the far wall with their back pockets against the wall. This time, it’s a dribbling race. Again, recognize the winners. Have rematches if time allows.

Play “Wandering Soccer Goals.” Select two students and have them hold either end of a towel or a practice vest or even a jump rope. Have them extend their hands over their heads, forming a soccer goal with the towel or vest or whatever you are using. Now, tell them to walk around, back and forth on the playing field.

Once they begin walking, tell students to try kicking their ball through the wandering goal. No teams – everybody with their own ball, everybody keeping their own count. After they have played



three or four minutes, you may want to add additional wandering goals – as many as three.

During “Today’s Chat” (part 2)

Have students turn in their soccer balls and ask what competitions we are participating in. If they don’t know, remind students the first is our school’s walking project. The second is the President’s Active Lifestyle Award Challenge.

Tell them that we’re also going to participate in a third program. Hold up the brochure provided at the end of this lesson.

Explain that the class is going to participate – and that everybody is going to win one of these:

The Participant Physical Fitness Award

Everybody who participates will qualify for this. However, those class members who do better than half of the kids in the United States will win this:

The National Physical Fitness Award

This award is for those who score at or above the 50th percentile on all five activities. However, some kids in the class will win this:

The Presidential Physical Fitness Award

This award recognizes youth who achieve an outstanding level of physical fitness. Boys and girls who score at or above the 85th percentile. That means they are in the top 15 percent of all kids in the United States.

Hold up the brochure and show the awards. Then show the first test.

TODAY’S GAME 2

Have students stand shoulder-to-shoulder. Assign each a number 1 or 2. All number 1s lie back on the floor to do the curl up first. All number 2s will be their partner.



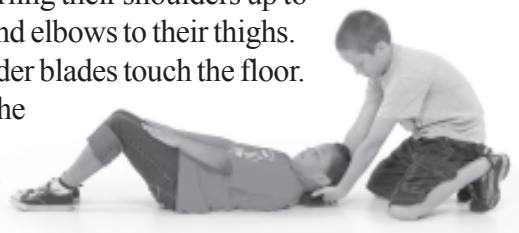
The Curl-up. Have number 1s lie on the floor with knees flexed and heels about 12 inches from their back pockets. Have number 2s anchor their partners’ feet, holding them down. Lying back on the floor, number 1s must cross arms with the left hand on the right shoulder and vice versa. Keep elbows down, tight



the chest. Number 1 then sits up, curling their shoulders up to touch the outside of their forearms and elbows to their thighs. Number 1 then lies back until shoulder blades touch the floor.

That’s one curl-up. “Bouncing” off the floor is not permitted. For the test, a

timer calls “Ready!” then “Go!” After 60 seconds, the timer calls “Stop!” The object is to see how many curl-ups the student can do in one minute. The partner keeps count.



The Partial Curl-up. Have number 1s lie back with knees flexed and heels about 12 inches from back pockets. This time, the feet are not held or anchored. Arms are extended forward with



fingers resting on the legs and pointing toward the knees. Numbers 2s kneel behind the student with hands cupped under the student's head.

The student curls up, slowly sliding the fingers up the legs until the fingertips touch the knees. Then the student lies back down until the head touches the partner's hands. The curl-ups are done to a metronome (or audio tape, clapping, drums) with one complete curl-up every three seconds, and are continued until the student can do no more at the required pace. The student should remain in motion during the entire three second interval. Record only those curl-ups done with proper form and in rhythm.

After the Number 1s have done both the Curl Up and the Partial Curl Up, switch places and give number 2s their turn.

Let's walk and cool down!

After everybody has done both exercises, have the entire group finish the class walking or running as many laps as possible as time allows.

Before you go:

As students prepare to go to their next class, if it has not happened already, have your aide tally each student's current mileage (both in class today and elsewhere) and post the results on the wall posters.

Draw students' attention to whomever has the class's top mileage.

Point out who in their grade has the top mileage. Challenge students to beat that mileage!

Recognize whoever in their building has the top mileage. Challenge them to beat the frontrunners!

Ask how many are walking to school! Recognize and applaud them. Ask how many are walking from drop-off points! Applaud them. Ask how many are walking at home on courses they laid out with their parents. Tell them anybody can catch up this weekend – if they spend all day Saturday walking and running on their home course!

Fun at home:

Give students or their next teacher the Activity Sheet on the next page to take home. When you make copies, we recommend that you use both sides of one sheet of paper. It saves trees – and it's easier to give kids one sheet rather than have to check that everybody got two.

Tell the kids this week's hand-out is just for fun – and to help them get ready for what's ahead. It's not homework that has to be returned.





The Active Lifestyle Activity Log

Participant Name _____ Date Started _____

Group ID _____ Age _____ Date Completed _____

Week 1	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Week 2	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Week 3	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Week 4	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Week 5	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Week 6	Activities	# of Minutes or Pedometer Steps
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		
Participant Signature		Date

Verification

I certify that I have met the requirements of the Presidential Active Lifestyle Award.

- [] I have met my daily activity goal for at least 5 days each week. Participant Signature _____
- [] I have performed my physical activities for at least 6 weeks. Supervising Adult's Signature (if applicable) _____

Note: Submit this paper log to your teacher or group administrator, or keep for your own records.
Please do not submit to the President's Challenge office. See inside back cover for award ordering information.



Test Instructions

1. Curl-ups

Objective

To measure abdominal strength/endurance by maximum number of curl-ups performed in one minute.

Testing

Have student lie on cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. Partner holds feet. Arms are crossed with hands placed on opposite shoulders and elbows held close to chest. Keeping this arm position, student raises the trunk, curling up to touch the outside of forearms and elbows to thighs and then lowers the back to the floor so that the scapulas (shoulder blades) touch the floor, for one curl-up. To start, a timer calls out the signal "Ready? Go!" and begins timing student for one minute. The student stops on the word "stop."

Scoring

"Bouncing" off the floor is not permitted. The curl-up should be counted only if performed correctly. See page 8 for qualifying standards.



OR 1a. Partial Curl-ups

Objective

To measure abdominal strength/endurance by maximum number of curl-ups.

Testing

Have student lie on cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. The feet are not held or anchored. Arms are extended forward with fingers resting on the legs and pointing toward the knees. The student's partner kneels behind with hands cupped under the student's head. The student being tested curls up, slowly sliding the fingers up the legs until the fingertips touch the knees, then back down until the head touches the partner's hands. The curl-ups are done to a metronome (or audio tape, clapping, drums) with one complete curl-up every three seconds, and are continued until the student can do no more at the required pace. The student should remain in motion during the entire three second interval.

Scoring

Record only those curl-ups done with proper form and in rhythm. See page 8 for qualifying standards.

Rationale

Partial curl-ups, completed slowly with knees bent and feet not held, are also an indicator of strength and endurance of the abdominal muscles.





2. Shuttle Run

Objective

To measure speed and agility.

Testing

Mark two parallel lines 30 feet apart and place two blocks of wood or similar object (approximate size of 2" x 2" x 4") behind one of the lines. Students start behind opposite line. On the signal "Ready? Go!" the student runs to the blocks, picks one up, runs back to the starting line, places the block behind the line, runs back and picks up the second block, and runs back across the starting line.

Scoring

Blocks should not be thrown across the lines. Scores are recorded to the nearest tenth of a second. See page 8 for qualifying standards.

3. Endurance Run/Walk

Objective

To measure heart/lung endurance by fastest time to cover a designated distance.

Testing

On a safe, one-mile distance, students begin running on the count "Ready? Go!" Walking may be interspersed with running. However, the students should be encouraged to cover the distance in as short a time as possible.

Scoring

Before administering this test, students' health status should be reviewed. Also, students should be given ample instruction on how to pace themselves and should be allowed to practice running this distance against time. Sufficient time should be allowed for warming up and cooling down before and after the test. Times are recorded in minutes and seconds.



■ Option for 6–7 year olds . . . 1/4 mile ■ Option for 8–9 year olds . . . 1/2 mile
The same objective and testing procedures are used as with the mile run. See page 8 for qualifying standards.

Rationale

Shorter distance runs are included as options for younger children. Younger children can be prepared to run the mile. However, some teachers find it easier to administer a shorter run, which provides good information on cardiorespiratory endurance of young children.





4. Pull-ups

Objective

To measure upper body strength/endurance by maximum number of pull-ups completed.

Testing

Student hangs from a horizontal bar with arms fully extended and feet free from floor, using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body). Small students may be lifted to starting position. Student raises body until chin clears the bar and then lowers body to full-hang starting position. Student performs as many correct pull-ups as possible.

Scoring

Pull-ups should be done in a smooth rather than jerky motion. Kicking or bending the legs is not permitted and the body must not swing during the movement. See page 8 for qualifying standards.

OR 4a. Right Angle Push-ups

Objective

To measure upper body strength/endurance by maximum number of push-ups completed.

Testing

The student starts in push-up position with hands under shoulders, arms straight, fingers pointed forward, and legs straight, parallel, and slightly apart (approximately 2–4 inches) with the toes supporting the feet. Keeping the back and knees straight, the student then lowers the body until there is a 90-degree angle formed at the elbows with upper arms parallel to the floor. A partner holds her/his hands at the point of the 90-degree angle so that the student being tested goes down only until her/his shoulders touch the partner's hand, then back up. The push-ups are done to a metronome (or audio tape, clapping, drums) with one complete push-up every three seconds, and are continued until the student can do no more at the required pace. The student should remain in motion during the entire three second interval.

Scoring

Record only those push-ups done with proper form and in rhythm. See page 8 for qualifying standards.

Rationale

Right angle push-ups provide a good indicator of the range of strength/endurance found in children and youth, whereas some are unable to do any pull-ups. Pull-ups remain an option for those students at higher levels of strength/endurance.



OR 4b. Flexed-Arm Hang

Students who cannot do one pull-up or want an alternative to the pull-ups or right angle push-ups may do the flexed-arm hang in order to qualify for the National or Participant Physical Fitness Awards. To qualify for the Presidential Award, students are required to do pull-ups or right angle push-ups.

Objective

To measure upper body strength by maintaining flexed-arm hang position as long as possible.

Testing

Using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body), student assumes flexed-arm hang position with chin clearing the bar. Students may be lifted to this position. Student holds this position as long as possible.

Scoring

Chest should be held close to bar with legs hanging straight. Timing is stopped when student's chin touches or falls below the bar. See page 8 for qualifying standards.



5. V-Sit Reach

Objective

To measure flexibility of lower back and hamstrings.

Testing

A straight line two feet long is marked on the floor as the baseline. A measuring line four feet long is drawn perpendicular to the midpoint of the baseline extending two feet on each side and marked off in half-inches. The point where the baseline and measuring line intersect is the "0" point. Student removes shoes and sits on floor with measuring line between legs and soles of feet placed immediately behind baseline, heels 8–12 inches apart. With hands on top of each other, palms down, the student places them on measuring line. With the legs held flat by a partner, the

student slowly reaches forward as far as possible, keeping fingers on the measuring line and feet flexed. After three practice tries, the student holds the fourth reach for three seconds while that distance is recorded.

Scoring

Legs must remain straight with soles of feet held perpendicular to the floor (feet flexed). Students should be encouraged to reach slowly rather than "bounce" while stretching. Scores, recorded to the nearest half-inch, are read as plus scores for reaches beyond baseline, minus scores for reaches behind baseline. See page 8 for qualifying standards.





Arkansas Safe Routes to School

Age Group: **5th grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.5.9

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: PL 2.5.2, PEL 2.5.3, PEL 2.5.9 -- in which students should:

Understand the F.I.T.T. principle as it relates to cardiorespiratory endurance: frequency, intensity, time, type. Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half-mile run, PACER, heart rate recovery, walk test). Participate in high-intensity and low-intensity exercises.

TODAY'S GAME

Targeted competencies: PEL 2.5.9 -- in which students should:

Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.5.9

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this fun worksheet to be sent home with each student:



Lesson 4: The Many Benefits of F.I.T.T.ness

Important points to make during this session:

Reinforce “Warming Up”

As students enter, again remind them to immediately begin walking and running laps. Remind them that this is a competition to see who can walk and run the most miles! Of course, you or your aide needs to be ready with the straws or sticks to keep count.

If students want to report their mileage they’ve accumulated, urge them to do laps and report later.

During “Today’s Chat”

Ask if students if exercising will make them a better chess player. A better video game player? A better student in class? The answer, of course, is “Yes.”

Explain that the brain needs oxygen to work well – and that a healthy heart keeps the brain supplied with lots of oxygen and other nutrients needed to work its best.

Ask students: *What are some good reasons why you should exercise?* (To look and feel good, to breathe easily, to improve your blood circulation, to make your heart stronger and to build firm muscles instead of fatty tissue in your body)

Ask: *In what ways does physical activity make you look good?* (It gives you firm muscles and less fat; it helps you look and feel fit.)

Ask: *When you participate in your favorite physical activity, are you usually thinking that you are making your heart stronger?* (No, this is usually not a conscious reason, especially for students.) *Suppose you have just played a tough soccer game, or swam several laps in the pool, or taken a long bicycle ride with your friends. How do you feel?*

Students will probably say that they feel tired but good.

Ask: *Why do you think you feel good, even though you may be tired, after physical activity?* (The healthful benefits to the heart, lungs, circulation and muscles all result in a healthy feeling.)

Explain that everybody has some bad feelings sometimes. We may feel sad or angry or impatient or frustrated. Have you ever gone to shoot baskets or run around the block or kick a soccer ball against the wall when you were feeling upset? Encourage volunteers to describe personal experiences.

Tell the story of two soccer players who were brothers: Juan had a terrible temper and got kicked out of games regularly. He was a great player, but he couldn’t handle his anger. As a result, he sat on the bench a lot.



His brother, Henry, on the other hand would get just as angry, but he knew how to handle it. One time in a championship game, the referee made a bad call – blaming Henry for a foul when he was innocent.

As punishment, Henry had to leave the field for a few minutes. *He was furious!* But instead of screaming at the referee or punching somebody, Henry ran to the bench, got a soccer ball and rebounded it against the wall for about five minutes.

He worked off his anger and became calm enough to return to the game.

TODAY'S GAME 1

Give out soccer balls – one per student. Again, tell students that only the goalkeeper can use his or her hands. So, nobody can touch the ball with their hands!

Demonstrate how to rebound the ball off the wall. The object is to do it smoothly, controlling the ball and kicking with alternate feet – quickly, but controlled. Introduce the term “one touch.” As the ball bounces off the wall, students can only touch (kick it) once – kicking the ball back at the wall in a controlled, well-timed manner.

Have students try rebounding. Have them count uninterrupted rebounds. They have to start counting all over again if they touch the ball more than once or if it goes wild and they have to chase it. Announce that we’re going to make things a little more difficult – just for fun! Everybody count out loud! After a minute or two of loud counting, announce that now we’re going to use our brains even more and count by 2s! (2,4,6,8, etc). *Out loud as we rebound!*

Switch to counting by 5s! Then by 10s. See if anybody can count by 3s. Let them demonstrate while the class rests and watches. Can anybody count by 7s? Or 9s? Or 11s? Let them show off their ability as they rebound.

Tell everybody to pick a tough one -- 7s or 9s ... or whichever one they think they can do even if it’s difficult. Then everybody count out loud while they rebound!

Have jump ropes available. If time allows, have students turn in their soccer balls for a jump rope. Again, have them jump rope, counting out loud by 2s, 3s, 5s, 7s, 9s and so forth – their choice. *Insist that everybody count loudly!*

TODAY'S GAME 2

Explain that we’re going to work on the President’s Challenge. Today, we’re going to learn how to do two skills on the test, the **Shuttle Run** and **Sit-and-Reach**.

The **Shuttle Run**. Before class, mark two parallel lines 30 feet apart on a running surface. Make the lines long enough that the entire class can stand on one line, facing the other.

To demonstrate the game, place two blocks of wood or a similar object (approximate size of 2" x 2" x 4") – *such as a domino* – between one of the lines. Have a student stand at the starting line. On the signal “Ready? Go!” have the student:

- run to the blocks,
- pick one up,
- run back to the starting line,



- place the block behind the line,
- run back and pick up the second block, and
- run back across the starting line.

Blocks cannot be thrown across the lines. When it's time for the test, times will be recorded to the nearest tenth of a second.

Give each student two dominoes or whatever marker you choose to use. Have them walk down and place their dominoes on the far line. Then have everybody line up on the starting line. Call out "Ready? Go!" and let the entire class do the game. Watch closely for first-, second- and third-place winners. After everybody finishes, recognize the winners. Let them take a bow while you applaud and encourage the rest of the class to applaud.

Then have a rematch.

Repeat as many times as the class remains motivated. Keep track of who wins first the most times. Announce the standings before each round.

At the end, applaud whoever won first place the most times. More than likely, whoever won second and third the most will announce their status. If so, applaud them as well. Have the entire class applaud everybody. Then have everybody pair off to do Sit-and-Reach. This exercise will go much quicker if you have prepared 15-20 areas in a low-traffic area of the floor. Each area will consist of masking tape in the shape of a "T" on the floor. The top of the T is the "baseline" while the stem of the T is marked off in inches and half-inches like a measuring tape or ruler – 18 inches.



Sit and Reach. Have students sit at the stations with their legs extended in a "V," 8-12 inches apart and their heels on the baseline. The point where the baseline and measuring line intersect is the "0" point. With their hands on top of each other, palms down, students place them on the measuring line. With the knees held flat to the floor by a partner, the student slowly reaches forward as far as possible, keeping fingers on the measuring line and feet flexed. After three practice tries, the student holds the fourth reach for three seconds while that distance is recorded. It is very important that legs remain straight with toes pointing to the ceiling. Students should be encouraged to reach slowly, stretching their tendons rather than "bouncing" while stretching. Scores should be recorded by the partner to the nearest half-inch.

Let's walk and cool down!

Have students turn in their equipment, then finish the class walking or running as many laps as possible as time allows.

Before you go:

Ask students: "How did you feel after the physical activity?" Recognize those students who say that they feel better. Point out that in addition to being fun and good for our bodies, physical activity is also good for our emotional well-being – and for our brains!



It helps us think better! It helps us get over being angry!

Ask students if only sports activities work. Remind them that any physical activity that involves moving the body will work – including, for example, raking leaves, mowing the lawn or helping to wash the car. Ask students if they can think of some physical exercise that their parents or older siblings do at home.

Fun at home:

Hand out the fun worksheet “Why Do People Exercise.” Tell students that this is just for fun, but that you want them to interview several adults and students about the kinds of physical activities they participate in. Remind them that physical activities include anything that makes a person move.

Instruct them to ask each person to name one to three physical activities he or she participates in and list the activities under the person’s name. Then the interviewer should ask the person why he or she does each activity, marking the reasons on the appropriate squares of the chart. Point out that most reasons people give will fit into one of these categories; for example, “for fun” can be marked as “To Feel Good.”

Tally this week’s mileage. As before, draw students’ attention to whomever has the class’s top mileage.

Challenge them to beat the frontrunners! Ask how many are walking to school! Recognize and applaud them. Ask how many are walking from drop-off points! Applaud them. Ask how many are



NAME _____

Why Do People Exercise?

Fill in the chart as you interview people about their physical activities. Check each response given.



Name/Activity	To Look Good	To Be Healthy			To Feel Good	Firm Muscles/ Less Fat
		General	Heart/ Circulation	Lungs		

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Arkansas Safe Routes to School

Lesson 5: Making the Mile Run

Age Group: **5th grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.5.9

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: PEL 2.5.10 – in which students should:

Understand the F.I.T.T. principle as it relates to muscular endurance: frequency, intensity, time, type

TODAY'S GAME

Targeted competencies: PEL 2.5.10 – in which students should:

Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.5.9

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this fun worksheet to be sent home with each student:



Important points to make during this session:

walking at home on courses they laid out with their parents. Tell them anybody can catch up this weekend – if they spend all day Saturday walking and running on their home course!

Reinforce “Warming Up”

As students enter, again remind them to immediately begin walking and running laps. You or your aide needs to be ready with the straws or sticks to keep count. Announce that at the end of today’s class, you will announce who are the winners of this first month of walking.

You will need to have ready the boy and girl who walked the most miles in this class – and announce who the boy and girl were who walked the most in this grade ... as well as which boy and girl walked the most miles in their building.

During “Today’s Chat”

Remind students that we are getting ready for the President’s Physical Fitness Test. Hold up the test brochure. Show student this week’s test – running a mile! Well, that’s no big deal for us! Why? Because we are using the principles of F.I.T.T (frequency, intensity, time and type) to build up our muscles, our heart, our lungs – and our ability to do things we couldn’t do before. Ask how many miles each student has walked or run so far.

Applaud the responses.

Before the lesson, mark out a mile course. This can be a new course around the school property. It can also be a laps around the school track or wherever students usually run.

However, have one mile clearly defined before students arrive.

TODAY’S GAME 1

Take students to the course.

Tell them that we’re going to run a mile – but if they need to walk part of it, that’s just fine. Talk with them about pacing themselves. Tell them that we’re looking for the fastest runner in their class, in their grade and in their building – but not to push themselves too hard.

Have everybody line up.

Act as if it’s time to start running. Then laugh and have everybody sit down on the surface and do some stretching exercises, such as standing and sitting toe-touches. Demonstrate to the class your favorite stretches – those that work best for you.

Talk about why it’s a good idea to stretch before competing – to get your muscles ready.

Then have students stand up and get ready. Tell them it’s for real this time. Hopefully they are relaxed, stretched and motivated.

Then announce: “Ready? Go!”

Record the time of first, second and third. After everybody finishes, announce the winners and applaud them – encouraging the entire class to applaud them as well.



TODAY'S GAME 2

As students cool down from the mile run, remind them that soon we're going to be taking the President's Fitness Test and they will have the opportunity to win the President's Award, the National Award or the Participation Award.

Tell them that in the time that remains today, we're going to learn three exercises and they will be able to choose which one they want to do in the test in a few weeks.

They will get to choose between

Pull-Ups,

Right Angle Push-Ups and
the Flexed-Arm Hang.

Have everybody try all three. If the playground has monkey bars or chinning bars or anything similar, make the best use of them so that multiple students can do pull-ups or the flexed-arm hang at the same time.

Start off by having the entire class observe all three performed correctly.

You may want to demonstrate or have a student do so.

Then have the entire class pair off with partners.

Half the class will do push-ups at the same time while their partner holds their hands as described below. Notice the need for a metronome or some other device that will provide a steady rhythm of one beat every three seconds.

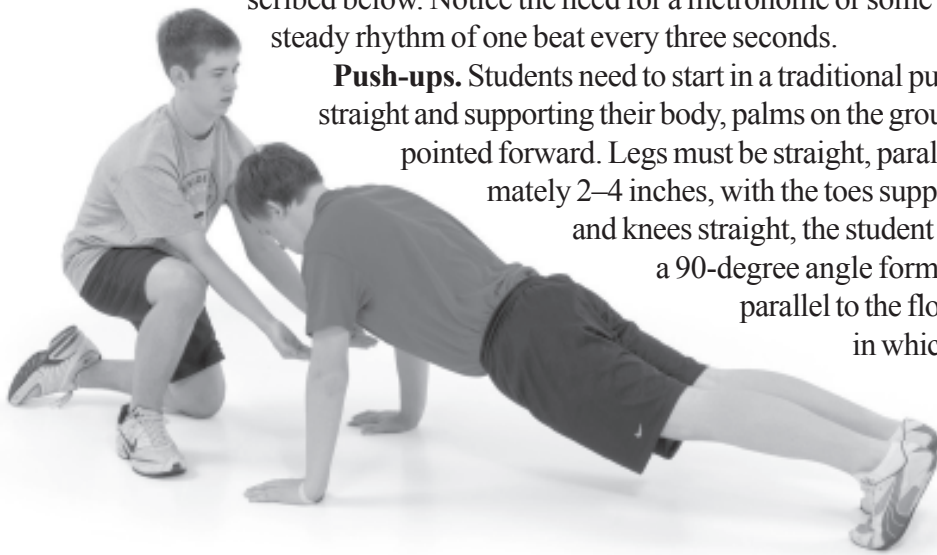
Push-ups. Students need to start in a traditional push-up position with their arms straight and supporting their body, palms on the ground under their shoulders, fingers pointed forward. Legs must be straight, parallel, and slightly apart, approximately 2–4 inches, with the toes supporting the feet. Keeping the back and knees straight, the student then lowers the body until there is a 90-degree angle formed at the elbows with upper arms parallel to the floor – unlike the traditional push-up in which the student's body would touch

the floor. Instead, a partner holds his or her hands at the point of the 90-degree angle so that the student being tested goes down only until his or her shoulders touch the partner's

hand, then back up. In another variation required by the President's physical education program, push-ups are done in a steady rhythm with one complete push-up every three seconds. Students should do their push-ups following the beat of a metronome or perhaps a audio tape or student clapping or a drumbeat. Students should complete one complete push-up every three seconds, and continue until he or she can do no more at the required pace. The student should remain in motion during the entire three-second interval. The partner keeps count, but only counts those push-ups done with proper form and in rhythm.

Now have the class form a circle around the pull-up bars. Ask for volunteers – whoever wants to try to do pull-ups.

Pull-ups. The student hangs from a horizontal bar with arms fully extended and feet free from



floor, using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body). Either is allowed. Small students may need to be lifted to the starting position. Student pulls up their body until their chin clears the bar, then lowers their body to the starting position with arms extended. The idea is to perform as many correct pull-ups as possible. These should be done in a smooth, rather than jerky, motion. Kicking or bending the legs is not permitted and the body must not swing during the movement.



After everyone who wants to try pull-ups has done so, demonstrate the fixed-arm hang.

Flexed-Arm Hang. Explain that students who cannot do one pull-up or a push-up might can do an alternative – the flexed-arm hang in order to qualify for the National or Participant Physical Fitness Awards. To qualify for the Presidential Award, students are required to do pull-ups or right angle push-ups. In the Fixed-Arm Hang, the student uses either an overhand grasp (palms facing away from body) or an underhand grip (palms facing toward body). The student assumes a flexed-arm hang position with their chin clearing the bar. Students may be lifted to this position. The student holds this position as long as possible. Chest should be held close to the bar with legs hanging straight. Timing is stopped when student's chin touches or falls below the bar.

Allow each student in the class to try all three exercises.

Let's walk and cool down!

Allow whomever would like to get in another lap or two on the usual course. Several of the overachievers will.

Allow five minutes for them to walk or run a few laps. Allow those who opt to rest to do so.

Before you go:

Review the competitions that we are undertaking:

1) **The school walking competition.** Hold up the chart that shows who won the first month for their class, their grade and their building.

2) **The President's Active Lifestyle Award.** Hold up your chart that shows who is ahead. Remind students that this one is for all of the physical activities that they do, not just walking or running.

3) **The President's Physical Fitness test.** Hold up the brochure that shows the tests that the kids will be taking – the **President's Award**, the **National Award** or the **Participation Award**.

As always, encourage them to walk to school, walk before school, walk after school. Encourage them to write down everything else that they do to get credit for the President's Active Lifestyle Award.

Fun at home:

This week, there's no take-home worksheet. But homework is to work on the Physical Fitness test – practicing each event so students will do their very best.





Arkansas Safe Routes to School

Age Group: **5th grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.5.9

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: PEL 3.5.1 – in which students should:

Recognize the physical, mental, emotional benefits of participating in regular physical activity: healthy heart, strong muscles, strong bones, healthy lungs, improved self-esteem, better sleep, sick less often, improved ability to focus and concentrate, healthy body composition (healthy weight)

TODAY'S GAME

Targeted competencies: PEL 2.5.3 – in which students should:

Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.5.9

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this fun worksheet to be sent home with each student:



Important points to make during this session:

Reinforce “Warming Up”

As students enter, again remind them to immediately begin walking and running laps. You or your aide needs to be ready with the straws or sticks to keep count.

During “Today’s Chat”

Talk with students about the different levels of physical fitness. Talk about whether everybody is the same.

Ask if anybody has ever been to a track meet. If they have, ask if the same athletes won every event. Of course, they don’t. One person is good at the shot-put, another can run the mile and another is good at the short dash.

Talk about quarter-horses versus thoroughbreds. Talk about how some horses are very, very fast in short distances – such as quarter-horses, which run very fast for a quarter-mile. However, they run out of steam at that point. The thoroughbreds, on the other hand, will lose the quarter-mile race, but will beat the quarter-horse in a two-mile race.

It’s the same with people. Explain that some of the students probably have very low resting heart rates while others have high resting heart rates. Have students pair off with partners and take each other’s pulse. Find out who has the lowest resting heart rate and who has the highest.

Point out that some students have high body fat percentages, but others have low body fat percentages. Point out that low body fat is best, but that there are excellent athletes who have high body fat percentages.

Hold up the photos of the runners, sumo wrestler, dog and obese kid. Ask which is healthy or unhealthy.

Talk about strong bones vs. brittle bones – which is healthier.

Explain that students are at an excellent time in their lives to set habits and lifestyles that will be healthy for the rest of their lives.



TODAY’S GAMES

For today’s games, you will need at least one soccer ball for each student. We will play as many as four games as time allows.

The first game is “Alligator” – in which students dribble the ball in a defined area. The goal is to keep away from the Alligator, who is one of the students. The Alligator’s task is to kick the player’s ball out of the defined area. The player’s job is to prevent the Alligator from doing so. Players must



only use their feet. Once their ball has been kicked out of the designated area, the player must go sit down. The last player to evade the Alligator is the winner – and gets to be the Alligator in the next round. After the game, have students sit in a circle. Point out that the winners each time followed strategies. They didn't just out-run everybody. They used their brains. That's how life is. Students will need to use their good sense as they choose whether to be healthy and physically fit – or not. Ask students to tell you bad lifestyle choices. They will probably mention smoking, drinking, drug-abuse. Add to the list not getting enough sleep, not getting enough fresh air – staying inside too much, eating unhealthy food.

The second game is “The Crab Game.” Everyone must dribble a soccer ball from one end of the gym to the other and back. Designate a Crab who must walk on all fours, face and chest up, like a crab. One half of the gym is safe, the other half is the Crab's territory. If the Crab touches your soccer ball while you dribble across his or her territory, you become a Crab, too. The game ends when only one person has not been tagged and is the only person not to have become a Crab.

The teaching opportunity is that the winner usually comes up with a strategy. Notice how the winner evaded all the Crabs. Sometimes, they linger back, watching, then stealthily running down the side. Other times, they learn to volley the ball long to the far end of the gym, then sprint after it – running too fast for the Crabs to catch them. You as the teacher want to point out how the winner won – by having a good strategy, by being clever and figuring out a good solution.

The next game is the “Flag Game” – in which students are lined up and assigned numbers 1 through 4. All the Number 1s form the first team, the Number 2s the second team and so forth – four teams. All the soccer balls are put into the middle. When the whistle is blown, players run to retrieve as many soccer balls as possible and take them to their flag. Once at their flag, the ball is safe and cannot be stolen. To simplify this rule, you may want to mark a three-foot circle around each flag. En route, the ball can be taken away, but not once inside the circle. Players must only use their feet. The team that retrieves the most balls is the winner. Point out that the team that worked together and used good strategies won.

The final game is “Me Against the World.” The lesson that this game teaches is that students have the ability to win against peer pressure. If your classroom is a gymnasium, put all the soccer balls in the center circle. Ask for a volunteer who is The Victim. Explain the rules: The entire class is going to try to force The Victim to have soccer balls in his center circle. However, The Victim isn't going to put up with that! Whisper to the Victim that a key to winning is to kick the balls as far away as he or she can. The result is that the other students are attempting to gather soccer balls from throughout the gym and kick them into the circle, whereas The Victim only has to keep the center circle free of soccer balls. His or her opponents will have difficulty kicking the balls accurately or keeping them from rolling on through and out of the circle. As you want The Victim to win, watch closely and declare him or her the winner when The Victim has managed to clear the circle of soccer balls for two or three minutes. Do not let the game continue too long since The Victim will grow tired – and the class will learn to kick more accurately.

This game is effective if you select Victims who are physically able to kick the balls far, making their opponents have to chase all over the gym after them. At the end of the game, select another Victim. Usually the point is well made after three Victims have effectively succeeded against the entire class. Point out that even if all your friends want to do the wrong thing – to make bad choices, such as smoking or getting high – you can refuse to go along. Point out that you can win even when it's you against everybody.



Let's walk and cool down!

Back in the classroom, allow the students to walk and run at least five minutes. As always, hand out straws or popsicle sticks.

Before you go:

Review who is ahead in the school walking competition – first place boy and girl for the class, the grade and the building. Then review who is ahead in the President's Active Lifestyle Award, first-place boy and girl for the class, the grade and the building.

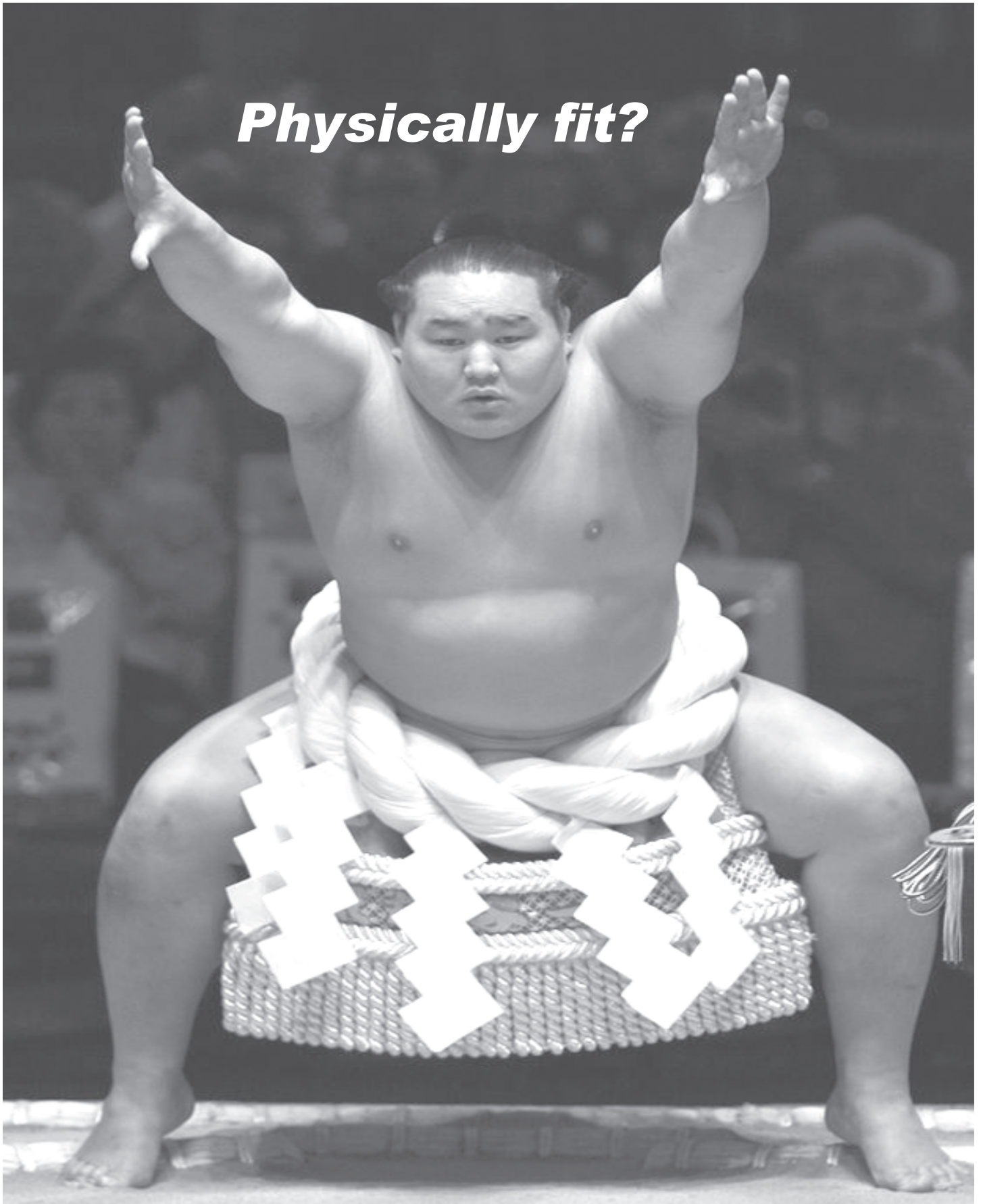
Announce that next week, we will do the President's Fitness Test – and that everybody is going to win. Just by participating, everybody can get the Participation Award. However, if they score in the top half of the nation, they will win the National Award. And if they score in the top 15 percent, they will win the President's Award.

Fun at home:

No handout, but homework is to practice for next week's test.



Physically fit?



Physically fit?



Physically fit?



Physically fit?





Lesson 7: What's there to do around here?

Age Group: **5th grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.5.9

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: PEL 3.5.2 -- in which students should:

Compare and contrast competitive and lifetime sports

TODAY'S GAME

Targeted competencies: PEL 2.5.2 -- in which students should:

Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.5.9

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this fun worksheet to be sent home with each student:



Important points to make during this session:

Reinforce “Warming Up”

As always, encourage students to run or walk as many laps as possible before class starts. Be ready to give them straws or popsicle sticks .

During “Today’s Chat”

Before class, do a quick survey of your area. Prepare a hand-out for students, perhaps from the yellow pages and a couple of phone calls to local community centers, YMCAs or recreation centers in your area.

Try to include in this hand-out whatever local possibilities exist for youth in:

Aerobics	Archery	Badminton	Baseball	Basketball
Baton Twirling	Bicycling	Bowling	Boxing	Canoeing
Cheerleading	Dancing	Fishing	Frisbee	Football
Golf	Gymnastics	Handball	Hiking	Horseback Riding
Hunting	Kayaking	Kickboxing	Mountain Biking	Mountain Climbing
Marching	Martial Arts	Motocross	Rock Climbing	Rodeo
Roller Skating	Rope jumping	Rowing	Rugby	Running
Sailing	Scuba Diving	Shuffleboard	Skateboarding	Skating
Ski-mobiling	Sledding	Snorkeling	Snowboarding	Soccer
Softball	Swimming	Table Tennis	Tai Chi	Tennis
Track & Field	Trap & Skeet	Volleyball	Walking	Water Polo
Water Skiing	Weight Training	Wind Surfing	Wrestling	Yoga

Ask students to share in which of these activities they participate. Point out that all of these are fully within the ability of everybody in class. Observe something such as: “I know some of you have enormous potential to be athletes, but you may feel like you’ve gotten a late start in basketball, football, baseball or soccer – and that you don’t think you can catch up.

“Well, I have seen over the years seemingly unathletic or marginally athletic students pick a sport that interests them, such as karate. They really get into it and before you know it, they’re winning tournaments and earning their green belt, their brown belt, then their black belt.”

Point out that many of the students had never tried to do some of the things on the President’s Fitness Test – but with a little practice they have gotten quite good at it.

TODAY’S GAME

Give each student the scoring sheet provided at the end of this chapter and have them pair off with a partner. Explain that today, we are going to do as many of the tests as we can in the time that we have. Stress that partners will mark down the



scores – and that the honor system applies.

If students finish all of the tests, they may pick any of them to see if they can score better on the second try. The best score will be the one that counts.

Let's walk and cool down!

As always, in the final five minutes of class, allow students to accumulate mileage by giving them at least five minutes to run and walk at the end of class.

Before you go:

Announce to students that on their own, they should practice the tests – since next week they will have one more opportunity to beat their best score.

Fun at home:

Remind students to practice at home with the scoresheet they were given in class. We want everybody to score as highly as possible.



Building a Healthier Nation—One Student at a Time

Qualifying Standards for all students – The Presidential Physical Fitness Test

In order to qualify for this award, participants must achieve at least the 85th percentile in all 5 activities represented below. These standards are based on the 1985 National School Population Fitness Survey and validated in 1998, by means of comparison with a large nationwide sample collected in 1994.

	Age	Cur-Ups (# one minute)	Partial* Cur-Ups (#)	Shuttle Run (seconds)	V-Sit Reach (inches)	Sit and Reach (centimeters)	One-Mile Run (min:sec)	Distance Options**		Pull-Ups (#)	Rt. Angle Push-Ups (#)
		50th	50th	50th	50th	50th	50th	(min:sec) 1/4 mile	(min:sec) 1/2 mile	50th	50th
BOYS	6	33	22	12.1	+35	31	10:15	1:55		2	9
	7	36	24	11.5	+35	30	09:22	1:45		4	14
	8	40	30	11.1	+30	31	8:48		3:30	5	17
	9	41	37	10.9	+30	31	8:31		3:30	5	18
	10	45	35	10.3	+40	30	7:57			6	22
	11	47	43	10.0	+40	31	7:35			6	27
	12	50	54	9.8	+40	31	7:11			7	31
	13	53	58	9.5	+35	33	6:50			7	39
	14	55	62	9.1	+45	35	6:26			10	40
	15	57	75	9.0	+50	37	6:20			11	42
	16	58	79	8.7	+60	38	6:08			11	44
	17	55	68	8.7	+70	41	6:06			13	53
GIRLS	6	32	22	12.4	+55	32	11:00	2:00		2	9
	7	34	24	12.1	+50	32	10:35	1:55		2	14
	8	38	30	11.8	+45	33	10:02		3:55	2	17
	9	39	37	11.1	+55	33	9:30		3:55	2	18
	10	40	39	10.8	+60	33	9:19			3	20
	11	42	43	10.5	+65	34	9:02			3	19
	12	45	50	10.4	+70	35	8:33			2	20
	13	46	59	10.2	+70	36	8:13			2	21
	14	47	48	10.1	+80	40	7:59			2	20
	15	48	38	10.0	+80	43	8:08			2	20
	16	45	48	10.1	+80	42	8:23			1	24
	17	44	56	10.0	+80	45	8:15			1	25

Chart reflects 85th percentile of scores that students must reach for the Presidential Physical Fitness Award.

The National Physical Fitness Award

In order to qualify for this award, participants must achieve at least the 50th percentile in all 5 activities represented below. These standards are based on the 1985 National School Population Fitness Survey and validated in 1998, by means of comparison with a large nationwide sample collected in 1994.

	Age	Cur-Ups (# one minute)	Partial* Cur-Ups (#)	Shuttle Run (seconds)	V-Sit Reach (inches)	Sit and Reach (centimeters)	One-Mile Run (min:sec)	Distance Options**		Pull-Ups (#)	Rt. Angle Push-Ups (#)	Flexed- Arm Hang (sec)
		50th	50th	50th	50th	50th	50th	(min:sec) 1/4 mile	(min:sec) 1/2 mile	50th	50th	50th
BOYS	6	22	10	13.3	+1.0	20	12:25	2:25		1	7	6
	7	28	13	12.8	+1.0	25	11:40	2:10		1	8	8
	8	31	17	12.2	+0.5	25	11:05		4:22	1	9	10
	9	32	20	11.8	+1.0	25	10:30		4:14	2	12	10
	10	35	24	11.5	+1.0	25	9:48			2	14	12
	11	37	26	11.1	+1.0	25	9:20			2	15	11
	12	40	32	10.6	+1.0	26	8:43			2	18	12
	13	42	39	10.2	+0.5	26	8:06			3	24	14
	14	45	40	9.9	+1.0	28	7:44			5	24	20
	15	45	45	9.7	+2.0	30	7:30			6	30	30
	16	45	37	9.4	+3.0	30	7:12			7	30	28
	17	44	42	9.4	+3.0	34	7:03			8	37	30
GIRLS	6	23	10	13.6	+2.5	27	13:12	2:28		1	6	5
	7	25	13	13.2	+2.0	27	12:54	2:21		1	8	6
	8	29	17	12.9	+2.0	28	12:30		4:55	1	9	8
	9	30	20	12.5	+2.0	28	11:52		4:50	1	12	8
	10	30	24	12.1	+3.0	28	11:25			1	13	8
	11	32	27	11.8	+3.0	29	11:17			1	11	7
	12	35	30	11.3	+3.0	30	11:05			1	10	7
	13	37	40	11.1	+3.5	31	10:23			1	11	8
	14	37	30	11.2	+4.5	33	10:06			1	10	9
	15	38	28	11.0	+5.0	35	9:58			1	15	7
	16	35	26	10.9	+5.5	34	10:31			1	12	7
	17	34	40	11.0	+4.5	35	10:22			1	16	7

Chart reflects 50th percentile of scores that students must reach for the National Physical Fitness Award.

The Participant Physical Fitness Award

Those who attempt all five activities but have one or more scores below the 50th percentile (see chart above) are eligible for the Participant Award.

To see more specific percentiles for these test activities, you can also download the President's Challenge Normative Data Spreadsheet at www.presidentschallenge.org. Click on "Download Tools & Resources" and then see Forms.

*Norms from Canada Fitness Award Program, Health Canada, Government of Canada with permission. **Note: 1/4 and 1/2 mile norms from Amateur Athletic Union Physical Fitness Program with permission.





Arkansas Safe Routes to School

Age Group: **5th grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.5.9

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: PEL 3.5.3 -- in which students should:

Understand that beat awareness and beat competency enhance the internal dialogue for better silent reading

TODAY'S GAME

Targeted competencies: PEL 3.5.3 -- in which students should:

Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.5.9

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this fun worksheet to be sent home with each student:



Lesson 8: The President's Test

Important points to make during this session:

Reinforce “Warming Up”

Encourage students to get in as many laps as possible before class starts. At this point, you may want to consider whether to make this a continuing practice in gym class. You may also want to consider whether to continue the mileage contest for the rest of the school year – or whether it will end as this unit concludes.

We would encourage you to continue until the end of the school year – and to encourage students to continue walking to school, either from home or from the drop-off point with the walking schoolbus.

We are hoping to create healthy habits – including walking and running for fun. As the physical education instructor, you have an opportunity to encourage students to continue what they have begun.

As weather gets cold, doing laps in the gymnasium before and after school and during whatever other period that you are allowing it, such as during lunch, may be the only opportunity that students will have to walk daily.

You may discover that students look forward to walking with their friends before school – and that like daily adult runners or swimmers, they may begin to depend on being able to walk or run.

During “Today’s Chat”

Before class, investigate which top athletes at the local high school or colleges are also top scholars. If possible have these scholar-athletes speak to students in class for this session – demonstrating that physical activity does increase cognitive abilities. Talk about how many colleges are looking for the well-rounded scholarship candidate – the athlete who does not need a full athletic scholarship since he or she also qualifies for academic scholarships. Explain how many athletic departments have limited scholarship money – and how coaches love it when they don’t have to spend their whole budget on a top athlete ... since the candidate is also eligible for academic and leadership scholarships.



TODAY’S GAME

As time allows, give students the opportunity to improve their results on any of the President’s Fitness Tests. This will be the last opportunity to beat their own best times and scores.



Let's walk and cool down!

Five minutes before the end of class, allow enough time for students to get in a few laps at the end of class.

Before you go:

If this is the final session of the school walking mileage contest, you might want to announce the winners – or you might want to wait until all the results are in from the other classes.

However, we would highly recommend that the mileage competition continue through the end of the school year. It is in the best interest of your students that they continue a daily habit of walking to school, walking at school and walking on their own.



4

Fantastic Reasons to Walk & Ride

It's Fun • Less Pollution • It's Healthy • Less Traffic

It's Healthy

"When I wake up,
I'm tired, but when
I walk, by the time
I get to school
I'm ready to go.
I've got a lot more
energy and I feel
more athletic."

— Seventh Grader



FACT: Physical Activity during childhood helps build and maintain healthy bones, muscles, and joints, control weight, build lean muscle, and reduce fat and is related to higher levels of self-esteem.

— Centers for Disease Control and Prevention



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4

Fantastic Reasons to Walk & Ride

It's Fun • Less Pollution • It's Healthy • Less Traffic

Less Pollution



FACT:

Auto emissions are the leading cause of chemicals in the air known to cause cancer, asthma and other disease. Asthma is the leading chronic illness of children under 18.

— Environmental Protection Agency and American Lung Association

**"Riding my bike, I helped conserve gas
and didn't pollute the air."** — Brookside student



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4

Fantastic Reasons to Walk & Ride

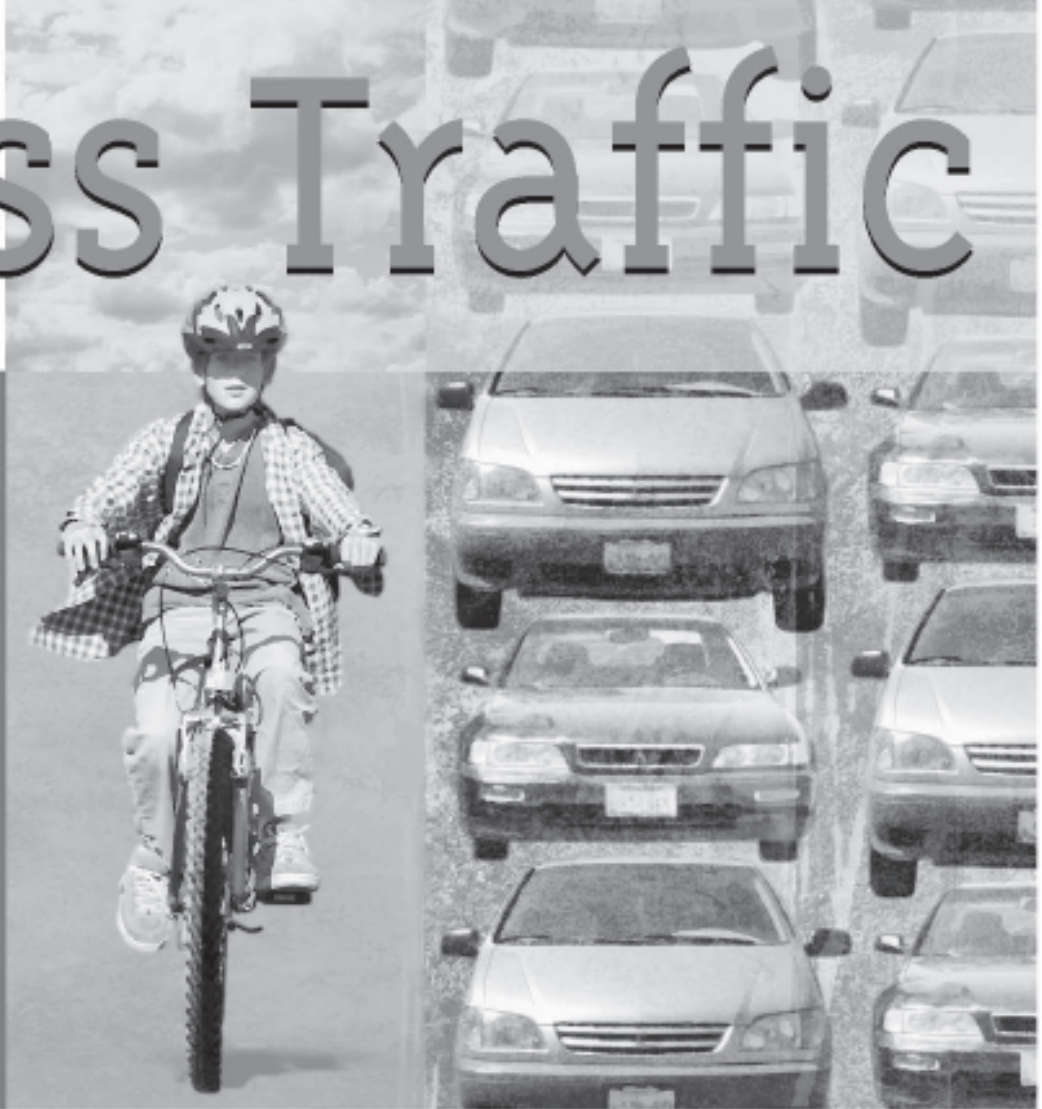
It's Fun • Less Pollution • It's Healthy • Less Traffic

Less Traffic

FACT

School trips account for 21% of all trips in the morning commute, creating much of the peak period congestion.

— Marin County Congestion Management Agency



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"Tuesday we had 167 cars go through the parking lot.

On Walk to School Day we had 11" — Principal, Vallecito School

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4

Fantastic Reasons to Walk & Ride

It's Fun • Less Pollution • It's Healthy • Less Traffic

It's Fun!

"I like riding my bike because you can go anywhere you want. In a car you can only fit like four kids, but with bikes it's fun to go with as many as you want." — Lagunitas Middle School Student



FACT: Nine out of ten parents who walk their children to school see it as an ideal way to meet new people.

— Department of Transport, Local Government and the Regions, England



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