



Arkansas Safe Routes to School

8th 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: **8th grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.8.3

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 – particularly whether they would serve as members of the Walking Schoolbus Escort Cadre.

Today's Chat:

Targeted competency: PEL 2.8.1 – in which students should:

Evaluate the benefits resulting from participation in a cardiorespiratory endurance activity.

TODAY'S GAME

Targeted competencies: PEL 2.8.1, 2.8.3 – in which students should:

Apply safe practices of the F.I.T.T. principle as it relates to muscular strength: frequency, intensity, time, type. Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.8.3

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 1: Are you physically F.I.T.T.?

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.

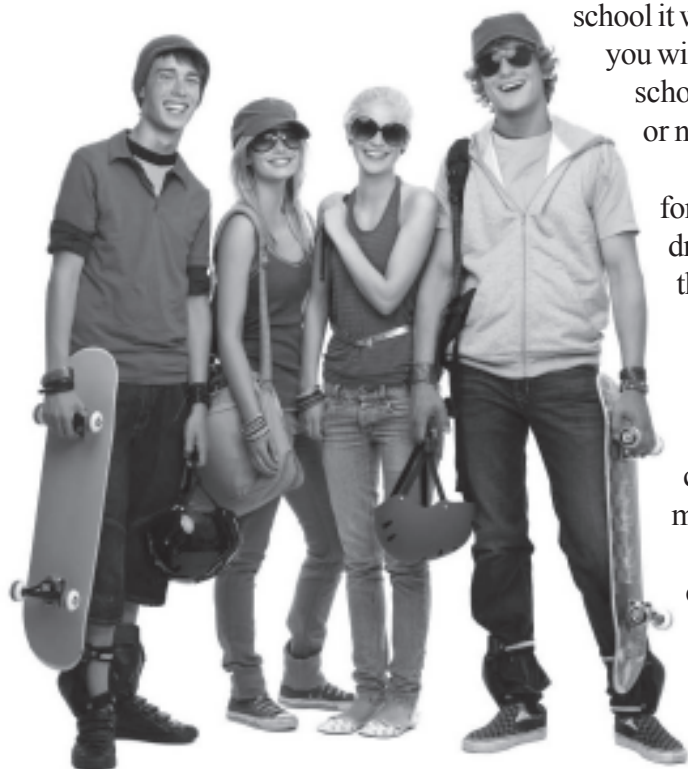
Tell students they can get credit for walking to school – or for walking from any point their parents might decide to start dropping them off. Tell them they can walk at home. Suggest they figure out a route and measure it for accurate reporting.

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

Your challenges in a 8th grade setting are that phys-ed classes often have a wide spectrum of participants. You may have:

Varsity athletes in class who play on school teams or compete in track or other individual sports – and are in phys-ed class for an easy elective credit.

Sedentary students who are completely unexcited about physical activity. Your challenge is to show them



the personal benefits of physical fitness – how they feel better as a result.

Of this group, the easiest challenge is the ***ambitious, scholarly couch potato***. You may need to win over these academic over-achiever/non-athletes on a one-on-one basis. Your goal is to help them see the reality that they will achieve more if their bodies are as healthy as their brains. *In fact, their brains will be able to do more if they are getting lots of oxygen from exercise.*

Your toughest audience will be the ***obese and unambitious student***. Some are unable to participate in physical exertion. If a student is particularly out of shape and overweight, solicit the advice of the school nurse – asking whether the student should get a medical examination to determine whether their health could be put at risk by new physical activity.

Most 8th grade students are very social. You can use this. Share with the class that researchers say that 20 minutes of running or walking fast is great for almost anybody – and it's a great opportunity to talk with friends and catch up on news. *Point out that a good walk or run should be at a pace where conversation is possible.*

In fact, if you're unable to talk while walking or running, you may be pushing too hard. Go at a good pace to get your heart pumping, but keep talking with your friends or a running buddy.

NOTE: *These lessons are intended to be given on a weekly basis with this unit stretching out for eight weeks. If your 8th graders attend phys-ed class daily, spend the rest of the week reinforcing these lessons with similar activities and games – with the major focus on mileage: allowing the students to walk or run the track or gym to accumulate as many miles as possible.*

If your school is going to do Walking Schoolbus routes, introduce the idea that the program is going to need older kids who will help keep younger kids safe. Ask who would like to help out with little kids. Talk with the class about the benefits of participating in community service projects – how colleges are looking for applicants who are involved in their communities. Explain that when colleges look at scholarship requests, community involvement is an important facet being considered.

Then switch gears. Tell the class to do a few laps. Tell them they've got five minutes – and we'll keep track by your giving them a straw or popsicle stick each time they finish a lap.

Depending on your own teaching style and how you regularly manage the classroom, you might want to join them.

After five minutes, bring them back into a circle and 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 applies to your situation.

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 a circle and teach them how to take their pulse. Have



them experiment, count the pulse at their neck, wrist, temple or chest for ten seconds. Instruct them not to use their thumb to take their pulse since its beat will confuse their count.

Have them multiply their 10-second count by six to roughly calculate their number of heartbeats per minute.

Have them take each others' pulse at the wrist or neck. Point out that the heart is a muscle. Ask students to tell you what they know about muscles. Ask if anybody does weight training. Encourage the entire group on their own to try all the different kinds of weight training – from free weights to Nautilus machines to computerized programs.

Point out that the heart muscle is a pump – and that it needs exercise as well.

Keep the class engaged. You are exploring basics that some students may never have considered. Others may be extremely familiar with the material. Engage them in the discussion.

Talk about what we have to do to take care of our hearts – to keep it strong. One way is by exercising it. Exercise that develops your heart includes aerobic activities such as jogging, swimming, biking and using elliptical machines. If your school has one of those, structure the class so that you can demonstrate how to use it.

TODAY'S GAMES 1

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 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 8th grade, however, many people are no longer physically fit. Ask the students why. Listen to their answers.

Guide the conversation toward the fact that 8th 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

Challenge the class to see who can run or walk the most laps in 20 minutes.

Tell students, we are going to see who in the class can accomplish the most laps in 20 minutes.

Time the event. At the end of 20 minutes, have students take their pulse. Point out that if they were getting good aerobic activity, their hearts are beating faster than usual.

If they aren't detecting a faster heartbeat, challenge them to pick up the pace.

Applaud the effort of those who set an enthusiastic pace.

Have your aide or a student helper do a count -- and declare a winner for the most laps.

Tell students they are going to be able to compare themselves to 8th graders across America.

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.*

Ask again which students would like to apply to be a member of the Walking Schoolbus Escort Cadre. Show students the application form. Explain that there will be a two-hour certification course either after school or on a Saturday. Give interested students the application form.

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 the the hand-outs that follow.

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 during this unit, everybody in class has a chance to win a national award.



Walking Schoolbus Escort Cadre Application

I hereby apply to be a member of the Escort Cadre helping little kids safely walk to school as part of the Walking Schoolbus program. I certify that:

- I have a grade-point average of at least 2.5 (C or better)
- I have never been convicted of a crime against a person.
- I understand that I will be required to attend a two-hour certification course qualifying me to be a member of the Walking Schoolbus Escort Cadre
- I understand I must be recommended by the School Principal, my School Guidance Counselor and at least two teachers.

MY 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

Student's signature:

Date:

I hereby confirm all the terms listed above

Principal's signature:

Date:

Counselor's signature:

Date:

I hereby recommend this student

Teacher's signature:

Date:

This student's GPA is 2.5 or above

Teacher's signature:

Date:

I hereby recommend this student

Parent's signature:

Date:

I hereby give permission for my son/daughter
as a member of the Walking Schoolbus Escort Cadre





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 _____

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TOTAL: _____

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Arkansas Safe Routes to school

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Arkansas Safe Routes to school

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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?

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Parents: Will you help your 8th grader walk & run?

Greetings! We need your help! Your 8th grader'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 student win this competition by letting them walk each morning.

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

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

If so, consider letting your student walk to school daily. Please calculate how far your home is from the school and write it on your student'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 student to walk?

We'd like to suggest several possibilities.

Does your student ride the bus to school daily?

If so, consider signing the attached permission slip that tells the bus driver that your student 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 student to school daily? Does your student drive to school?

If so, why not park at the "walking schoolbus" stop above? Have your student walk the rest of the way to class? Remember, the group will be leaving at _____ a.m. each day.

This is going to be a lot of fun!

It will help your family save money on gasoline. It will give your student 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 student, too – and enjoy this special, healthy time with your student and his or her friends.

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

Whether or not your student walks to school daily, will you help him or her record any daily mileage? Could you help your student measure a safe walking course in your neighborhood or on your property? Could you help your student record their mileage on the Weekly Walking Card?

Will you help your student to participate in this fun, healthy competition? Thanks!

Will you encourage your student to help out as an escort for younger kids?

We are seeking volunteers from among older students – asking them to walk with younger kids daily from the Walking Schoolbus stop. There will be a certification course for such students.



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







Arkansas Safe Routes to School

Age Group: **8th grade**

Lesson duration: **30-60 minutes**

Lesson 2: Let's develop a personal fitness plan!

Warming Up

Targeted competencies: PEL 2.8.3

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 2.8.2 – in which students should:

Apply the five principles of training using the F.I.T.T. guidelines to develop a personal fitness plan to improve cardio-respiratory endurance: overload, progression, specificity, regularity, individuality

TODAY'S GAME

Targeted competencies: PEL 2.8.2, PEL 2.8.3 – in which students should:

Apply safe practices of the F.I.T.T. principle as it relates to muscular strength: frequency, intensity, time, type. Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.8.3

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:

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.

Ask if anybody has a Walking Schoolbus Escort Cadre application filled out yet. Collect any that are completed. Use your good judgment to determine how many Cadre members you want. Keep in mind that putting older kids into leadership may be an effective way to engage them into participating in the Walking Schoolbus program.

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 at home in the past week created opportunities so they could run on their own. Let the students share 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. Encourage them to turn in their applications to be members of the Walking Schoolbus Escort Cadre – helping little kids to walk to school safely.

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. Review how to take one's pulse. Using a watch with a second hand, have students take a 10-second, then multiply it times 6. Let them share their heartbeat.

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 who is experiencing a higher heart rate.

Explain these five terms:

Specificity – pick the right kind of activities to accomplish your goal. Walking and running are pretty universal – they benefit everybody. However, if you want to built up your muscles, weight training will be far more effective than, say, bowling. If you want to be quick, nimble and well-balanced, then karate, judo and ballet will be far more effective than golf lessons. It is smart to train for the specific activity you're interested in and choose activities that are most beneficial for your body type.

Overload – work hard enough at levels that are vigorous and long enough to overload your body above its resting level, to bring about improvement. This consists of pushing yourself. Weight lifters constantly add more pounds to their barbells. Runners constantly try to trim off seconds, pushing to improve their personal best.

Regularity – exercise enough times a week to achieve or to maintain your desired level of fitness. Three times a week for at least 20 minutes is the minimum. Five times a week is better.

Progression – increase the intensity, frequency and/or duration of activity over periods of time in order to improve. Don't fall into the trap of being pleased with initial improvement.

Individuality – each person's physical limitations are the most important consideration to make when considering their exercise options. Other factors to consider are your current and desired level of fitness, your lifestyle, and your body type. You can be humorous, perhaps pointing out that an extremely skinny person will likely never be a sumo wrestler – since bulk and weight are required.

That sumo wrestler might make a great NFL center, however, he'll likely never win the 100 meter dash in the Olympics. Each of us is built differently – and it's smart for each person to take that into consideration. Attitude is also a factor. Some of us excel at group sports such as basketball, rugby or baseball/softball. Others do better at individual events such as singles tennis, track, swimming or golf. One is not better than the other. It's all a matter of your personal style.

The emphasis you place on each of these ingredients depends upon your goals. If you want to improve muscle tone, overload is more important than regularity. If you exercise six days a week, three days should be devoted to firming and toning and the other three should be devoted to aerobic and anaerobic activities. An **anaerobic** activity requires greater levels of exertion to the point where you cannot take in enough oxygen for muscle function, so you can only perform them for short



bursts of time. Examples of this are running down the court in basketball, running wind-sprints, or jumping rope at “hot pepper” speed.

TODAY'S GAME 1

As you hand out jump ropes, explain that jumping rope at a good steady rate 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 jumping rope 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.*

Review “F.I.T.T.” again. 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 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 the flyer explaining the **Presidential Active Lifestyle Award**. Tell them that we'll be discussing it in next week's teaching session.



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: **8th grade**

Lesson duration: **30-60 minutes**

Lesson 3: **How do you measure up nationally?**

Warming Up

Targeted competencies: PEL 2.8.3

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 2.8.3 -- in which students should:

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).

TODAY'S GAME

Targeted competencies: PEL 2.8.3 -- in which students should:

Apply safe practices of the F.I.T.T. principle as it relates to muscular strength: frequency, intensity, time, type. Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.8.3

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.

Collect any Escort Cadre applications that students may have completed. If they want to report how much mileage they’ve accumulated, urge them to do laps and report later – after class begins.

During “Today’s Chat” (part 1)

Point out that physical activity – any kind of physical activity – benefits 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 to 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 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 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.

Reinforce "Warming Up"

As students enter, again remind them to immediately begin walking and running laps. Remind



THE YOUTH Physical Fitness Program

This program helps assess the current fitness level of 6–17-year-olds, and offers awards to encourage them to get moving and stay active. Students can try as often as they'd like.

Activities and Awards

The Youth Physical Fitness Program includes five activities that measure muscular strength and endurance, cardio-respiratory endurance, speed, agility, and flexibility. The program offers the three awards listed in the box below.

Testing Guidelines

The PCFSN recommends fitness testing **at least twice a year**, in the fall and spring. Testing works best as part of a complete physical education program that includes instruction on a variety of physical activities that keep students active during class time and reinforce the various components of physical fitness: muscular strength and endurance, cardiovascular strength and endurance, and flexibility.

Before conducting the President's Challenge, or any youth fitness test, you should review and take into consideration each individual's medical status to identify medical, orthopedic, or other health issues.

At the onset of testing, make sure everyone taking the test knows the correct techniques for each activity, including proper pacing and running style. **There is no limit to the number of tries an individual may have on each activity.**

Use the student's age at the time of testing for comparison to the appropriate award standards located on page 8. Qualifying standards are based on the 1985 National School Population Fitness Survey (validated in 1998).

Accommodating Students with Disabilities

Students with disabilities or special needs have the right to an individualized physical fitness program. These students can and should be motivated to develop lifetime habits of appropriate physical activity and receive recognition for their achievements

in physical fitness. Suggestions for options that permit boys and girls, ages 6–17, with disabilities to be acknowledged for their achievement are available on the National Center for Physical Activity and Disability (NCPAD) website, www.ncpad.org. Use of the President's Challenge awards to recognize these achievements is encouraged.

Teachers or fitness leaders may decide that other students without identified disabilities, such as asthma sufferers, also need modifications in one or more of the test categories or awards. We rely on the professionals in the field to accommodate those special young people. You know your students best.

In some cases, when students do not reach President's Challenge standards on one or more of the test items in the awards program, qualified instructors, using professional judgement, may choose to qualify those students for higher award levels.

Physical Fitness Program Awards

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 of qualifying standards on all five activities are eligible for this award. Emblems available with and without year.



Presidential Physical Fitness Award Emblem + Magnet



Presidential Physical Fitness Certificate

The National Physical Fitness Award

This award is for those who score at or above the 50th percentile on all five activities, but fall below the 85th percentile in one or more of the events. This demonstrates a basic, yet challenging, level of physical fitness. Emblems available with and without year.



National Physical Fitness Award Emblem + Magnet



National Physical Fitness Certificate

The Participant Physical Fitness Award

Those whose scores fall below the 50th percentile on one or more activities receive this award for taking part in the Physical Fitness Test. Emblems available with and without year.



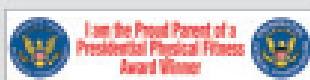
Participant Physical Fitness Award Emblem + Magnet



Participant Physical Fitness Certificate



Bumper Stickers



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.



6



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

Lesson 4: Can you compete?

Age Group: **3rd grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.8.3

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 2.8.6 -- in which students should:

Apply the five principles of training using F.I.T.T. guidelines to develop a personal fitness plan to improve muscular strength: overload, progression, specificity, regularity, individuality

TODAY'S GAME

Targeted competencies: PEL 2.8.3, PEL 2.8.6 -- in which students should:

Apply safe practices of the F.I.T.T. principle as it relates to muscular strength: frequency, intensity, time, type. Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.8.3

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:

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.

If your school is going to have Walking Schoolbuses, it would be good to schedule the certification class during this week. Notify students who turned in applications of when the course has been scheduled.

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!

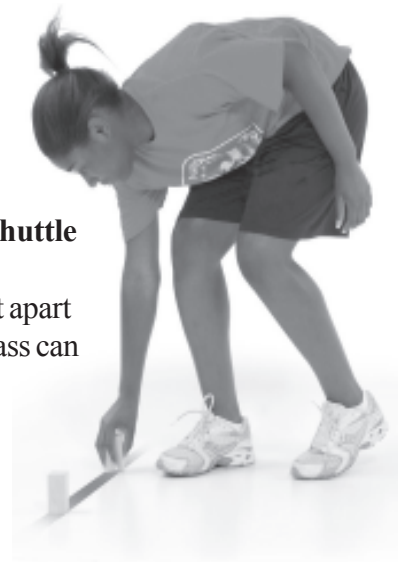
Have jump ropes available. If time allows, have students turn in their soccer balls for a jump rope. Again, have them jump rope, counting out loud by 2s, 3s, 5s, 7s, 9s and so forth – their choice. *Insist that everybody count loudly!*

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* – behind 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 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 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



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: Run for your life!

Age Group: **3rd grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.8.3

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 2.8.8

Apply the five principles of training using F.I.T.T. guidelines to develop a personal fitness plan to improve muscular endurance: overload, progression, specificity, regularity, individuality

TODAY'S GAME

Targeted competencies: PEL 2.8.3, PEL 2.8.8 -- in which students should:

Apply safe practices of the F.I.T.T. principle as it relates to muscular strength: frequency, intensity, time, type. Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.8.3

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:

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.

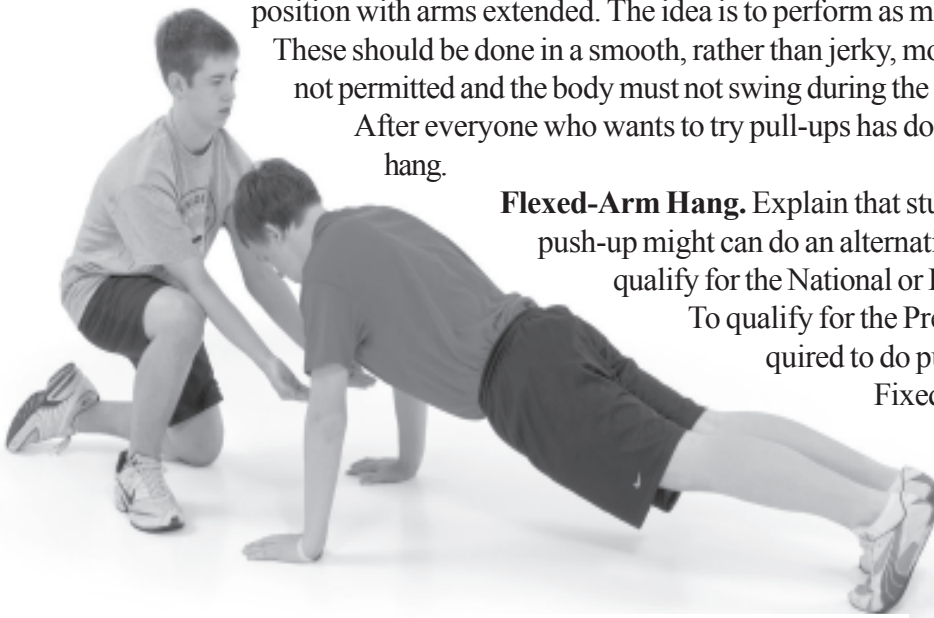
These should be done in a smooth, rather than jerky, motion. Kicking or bending the legs is not permitted and the body must not swing during the movement.

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.

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,





Lesson 6: Exercise = your healthy future!

Age Group: **8th grade**

Lesson duration: **30-60 minutes**

Warming Up

Targeted competencies: PEL 2.8.3

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 3.8.1 – in which students should:

Analyze the benefits of participating in regular physical activity to reduce chronic disease risks: reduce blood lipids, lower blood pressure, improve weight loss, reduce stress, lessen colon cancer risk, lessen risk for diabetes

TODAY'S GAME

Targeted competencies: PEL 2.8.3, PEL 3.8.1 – in which students should:

Apply safe practices of the F.I.T.T. principle as it relates to muscular strength: frequency, intensity, time, type. Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.8.3

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:

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.

These games may seem a little young for the 8th grade student – however, if you present the rules with a sense of humor, 8th graders will get into the competition with enthusiasm. Given the wide spectrum of athleticism that probably exists in your class, these games may actually offer the student who is not ordinarily a strong competitor an opportunity to excel.

With these sort of games, everybody is a novice. Nobody is experienced. The non-athlete “geek” may discover that he or she is actually quicker and more able to play “Alligator” than the football quarterback.

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.

Engage students in a discussion of the benefits of participating in regular physical activity.

Ask:

How can regular exercise reduce chronic disease risks, such as:

- lowering blood pressure,
- improving weight loss,
- reducing stress, and
- lessening the risk of diabetes.

Draw out of the students reasons why walking to school daily might help lower blood pressure



or improve weight loss.

Get them to talk about why walking daily might reduce stress. Ask if any of the students have experienced a reduction in stress by exercising.

Discuss how weight loss lessens the risk of diabetes.

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:

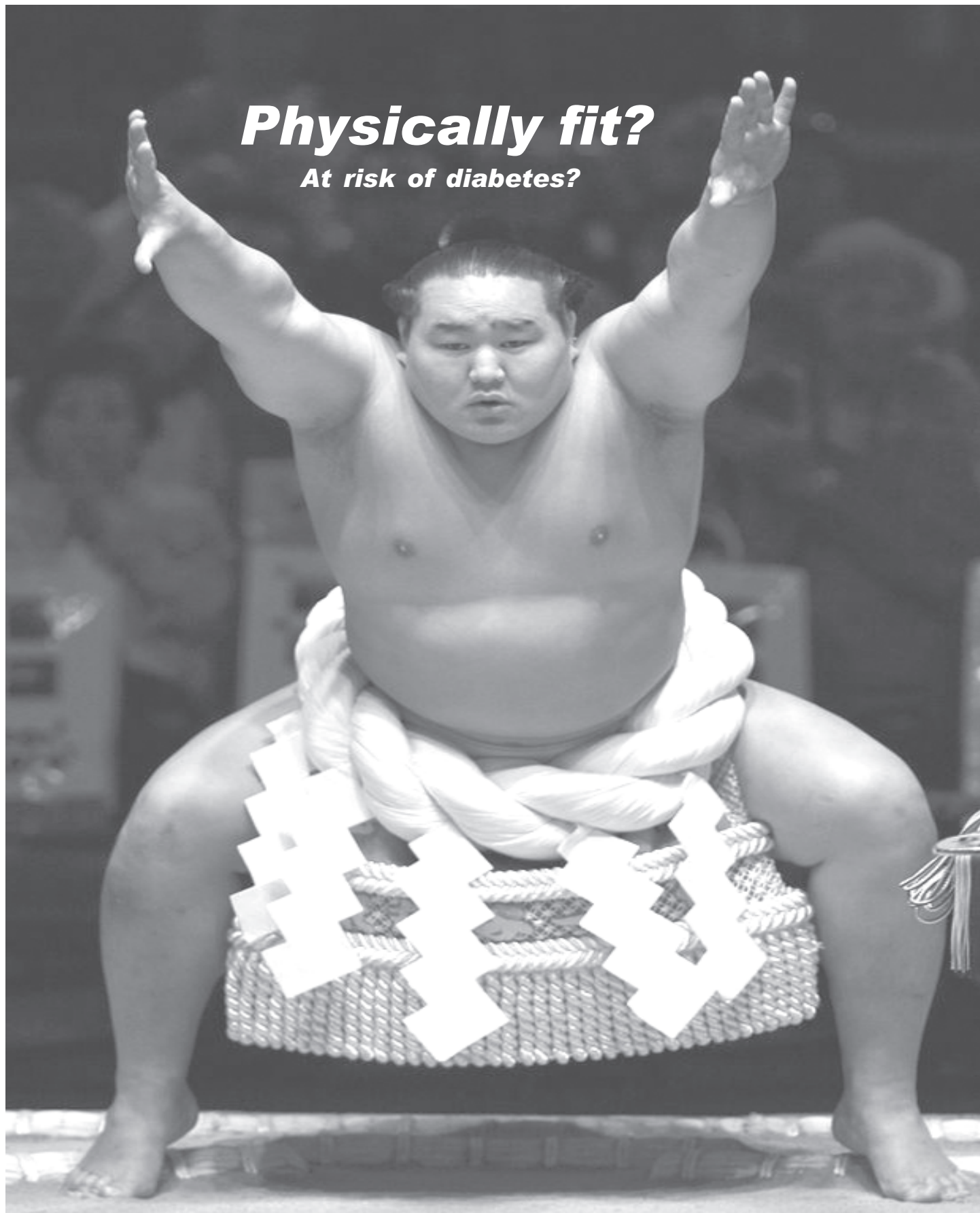
No handout, but homework is to practice for next week’s test.

Reinforce “Warming Up”



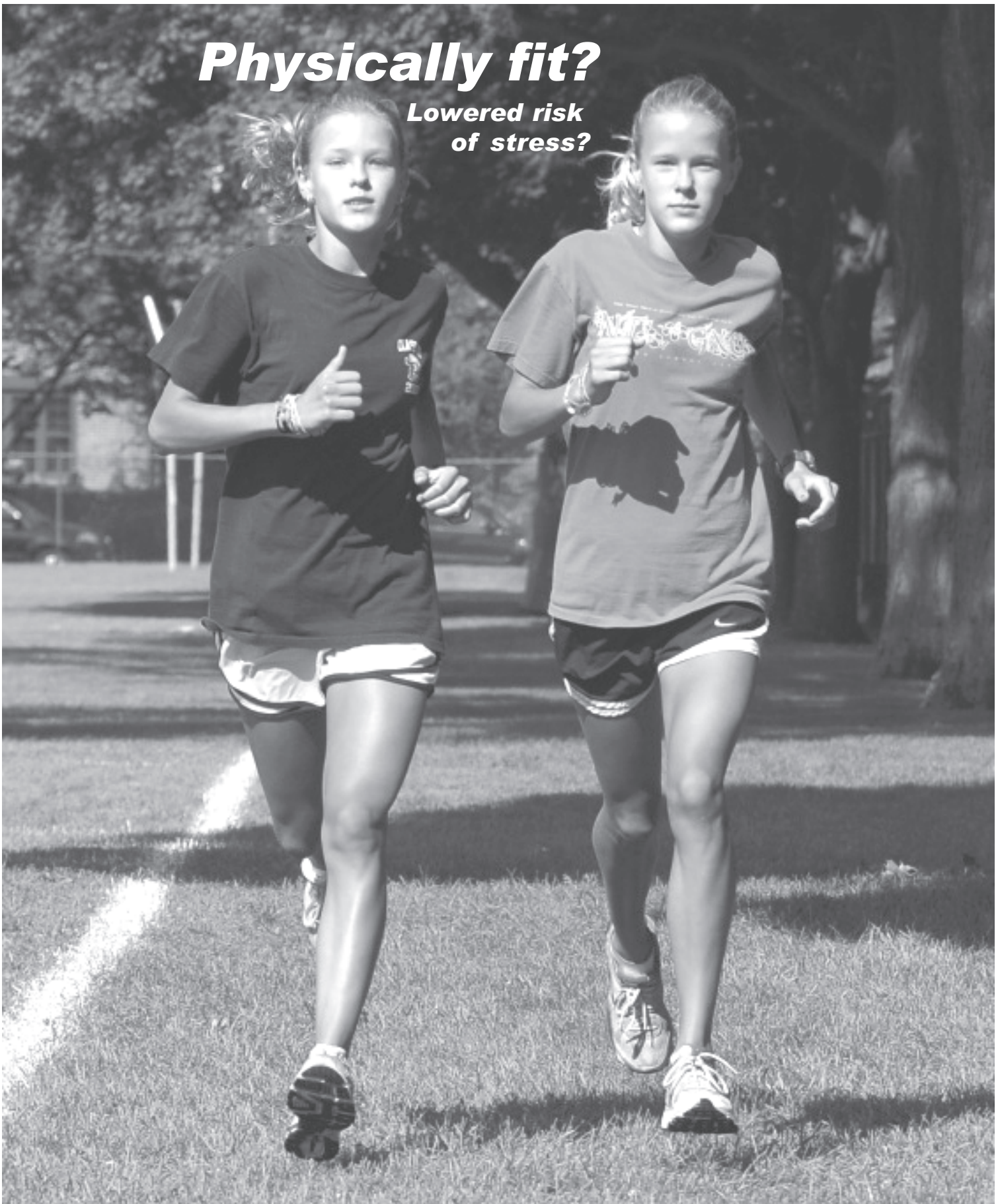
Physically fit?

At risk of diabetes?



Physically fit?

***Lowered risk
of stress?***



Physically fit?

Any health risks?



Physically fit?

Any health risks?





Arkansas Safe Routes to School

Age Group: **8th grade**

Lesson duration: **30-60 minutes**

Lesson 7: Would somebody pay me to play?

Warming Up

Targeted competencies: PEL 2.8.3

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 3.8.2 – in which students should:

Investigate career opportunities available in the field of sports and recreation.

TODAY'S GAME

Targeted competencies: PEL 2.8.3, PEL 3.8.2 – in which students should:

Apply safe practices of the F.I.T.T. principle as it relates to muscular strength: frequency, intensity, time, type. Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.8.3

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:

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"

Ask students what they want to do career-wise after high school. Encourage plans to go to college. Ask students to consider if there is any way that they could pursue a career in their favorite physical activity, such as:

Aerobics	– adult coach, promoter, judge, journalist or instructor
Archery	– professional archer, professional hunter, judge, coach, promoter
Badminton	– coach, referee or instructor
Baseball	– professional player, coach, umpire, manager, youth coach, tournament organizer, promoter, sportswriter
Basketball	– professional player, coach, manager, youth coach, referee, promoter, sportswriter, sportscaster
Baton Twirling	– professional performer or instructor
Bicycling	– professional racer, professional tour guide or organizer, professional coach
Bowling	– pro bowler, pro coach, bowling facility manager or owner
Boxing	– professional boxer, professional coach, referee, announcer, promoter, gym owner, manager,
Canoeing	– professional competitor, professional guide or instructor
Cheerleading	– professional cheerleader, coach, judge or instructor
Dancing	– professional dancer, judge, trainer, instructor
Fishing	– pro fisherman, fishing guide, tournament organizer
Football	– professional player, coach, trainer, referee, manager, promoter, sportswriter, sportscaster, announcer
Golf	– professional golfer, local golf pro/instructor, course manager, course designer, journalist
Gymnastics	– professional gymnast or coach or school owner
Hiking	– professional guide or instructor
Horseback Riding	– working cowboy, professional rodeo cowboy, dude ranch owner, guide or instructor, performer in riding show or circus, trainer, jockey, racehorse trainer or owner
Hunting	– professional game hunter, game warden, professional guide or instructor
Kayaking	– professional kayaker, coach, tour guide or instructor
Kickboxing	– professional kickboxer, coach, referee, manager or instructor
Mountain Biking	– professional rider, coach, instructor, tour guide
Mountain Climbing	– professional climber, coach, guide or instructor
Martial Arts	– professional competitor, coach, referee, instructor, tournament coordinator or studio owner
Motocross	– pro rider, coach, instructor, course manager or owner, competition organizer or manager
Rock Climbing	– professional climber, coach, instructor, guide or promoter, journalist
Rodeo	– bullrider, bronco-rider, roper, wrangler, clown, judge, announcer, promoter, support staff
Roller Skating	– professional competitor, coach, instructor, rink owner or manager
Rope jumping	– professional performer, coach, instructor, exhibition coordinator or promoter
Running	– professional runner, coach, trainer, manager, judge, coordinator, organizer
Sailing	– professional competitor, deckhand, instructor, tour guide, excursion coordinator, regatta organizer or judge
Scuba Diving	– professional diver, treasure-hunter, instructor, support staff, guide
Skateboarding	– professional skateboarder, coach, instructor, park manager or owner
Ski-mobiling	– professional racer, instructor, guide, race organizer
Sledding	– professional racer, instructor, guide, race organizer
Soccer	– professional player, coach, instructor, trainer, referee, tournament coordinator
Softball	– professional player, coach, umpire, manager, youth coach, tournament organizer, promoter, sportswriter
Swimming	– Navy SEAL, competitive swimmer, professional coach, judge or instructor
Track & Field	– coach, trainer, manager, judge, coordinator, organizer
Trap & Skeet	– professional shooter, coach, trainer, manager, judge, coordinator, organizer
Volleyball	– professional player, coach, trainer, manager, judge, coordinator, organizer
Weight Training	– professional weightlifter, personal trainer, coach, instructor, judge, promoter, coordinator
Yoga	– instructor, studio owner

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 owning a karate studio can be a very rewarding and profitable career.

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.

Reinforce "Warming Up"

Encourage students to get in as many laps as possible before class starts. At this point, you may



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	Curl-Ups (# one minute)	Partial* Curl-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 (#)
								(min:sec) 1/4 mile	(min:sec) 1/2 mile		
BOYS	6	33	22	12.1	+35	31	10:15	1:55		2	9
	7	35	24	11.5	+35	35	09:22	1:45		4	14
	8	40	30	11.1	+30	31	8:48		3:30	5	17
	9	43	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	7:32			6	27
	12	50	54	9.8	+40	31	7:11			7	31
	13	53	59	9.5	+35	33	6:50			7	39
	14	55	59	9.1	+45	35	6:26			10	40
	15	57	75	9.8	+50	37	6:20			11	42
	16	58	73	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	11:50	2:00		2	9
	7	34	24	12.1	+50	32	10:36	1:50		2	14
	8	38	30	11.8	+45	33	10:02		3:58	2	17
	9	39	37	11.1	+55	33	9:30		3:53	2	18
	10	40	39	10.8	+60	33	9:19			3	20
	11	42	42	10.5	+65	34	9:09			3	19
	12	45	50	10.4	+70	35	8:53			3	20
	13	45	59	10.2	+70	35	8:13			3	21
	14	47	48	10.1	+80	40	7:59			3	20
	15	48	38	10.0	+80	43	8:08			3	20
	16	45	49	10.1	+80	42	8:23			1	24
	17	44	54	10.0	+80	42	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	Curl-Ups (# one minute)	Partial* Curl-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)
								(min:sec) 1/4 mile	(min:sec) 1/2 mile			
BOYS	6	22	10	13.3	+10	25	12:35	2:21		1	7	5
	7	28	13	12.8	+10	25	11:40	2:10		1	8	8
	8	31	17	12.2	+05	25	11:05		4:22	1	9	10
	9	32	20	11.8	+10	25	10:30		4:14	2	12	10
	10	35	24	11.5	+10	25	9:48			2	14	12
	11	37	26	11.1	+10	25	9:25			2	15	11
	12	40	32	10.6	+10	25	8:43			2	18	12
	13	42	39	10.2	+05	25	8:06			3	24	14
	14	45	40	9.9	+10	28	7:44			5	24	20
	15	45	45	9.7	+20	30	7:30			5	30	30
	16	45	37	9.4	+30	30	7:13			7	30	28
	17	44	42	9.4	+30	34	7:04			8	37	30
GIRLS	6	23	10	13.8	+05	27	13:15	2:26		1	5	5
	7	25	13	13.2	+00	27	12:25	2:21		1	8	6
	8	29	17	12.9	+00	28	12:30		4:50	1	9	8
	9	30	20	12.5	+00	28	11:52		4:50	1	12	8
	10	30	24	12.1	+30	28	11:22			1	13	8
	11	32	27	11.5	+30	29	11:17			1	11	7
	12	35	30	11.3	+35	30	11:05			1	10	7
	13	37	40	11.1	+35	31	10:23			1	11	8
	14	37	30	11.2	+45	33	10:06			1	10	9
	15	35	25	11.0	+50	35	9:58			1	15	7
	16	35	26	10.9	+55	34	10:31			1	12	7
	17	34	40	11.0	+45	35	10:22			1	15	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.

*Items 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: **8th grade**

Lesson duration: **30-60 minutes**

Lesson 8: Brain power begins with a good walk!

Warming Up

Targeted competencies: PEL 2.8.3

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 3.8.3 -- in which students should:

Understand that crossing the midline aids in the development of brain circuits needed for learning; improves reading mechanics, improves symbolic recognition for decoding language, increases nerve connections

TODAY'S GAME

Targeted competencies: PEL 2.8.3, PEL 3.8.3 -- in which students should:

Apply safe practices of the F.I.T.T. principle as it relates to muscular strength: frequency, intensity, time, type. Participate in activities that reinforce principles taught in today's chat.

Let's walk and run!

Targeted competencies: PEL 2.8.3

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:

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”

Is walking to school the only physical activity that will boost your health, prevent diabetes and lower high blood-pressure? Of course not. However, it is one of the easiest ways. But pick any strenuous activity. If it gets your heart-rate up, if it helps you to keep your weight off, if it causes you to breathe heavily and break into a sweat and experience at least 20 minutes of increased heartbeat, then it’s helping you.

But what about something as seemingly non-athletic as, say tai chi or fencing or cheerleading or jazz dancing? To be really good at any of these, participants have to be in good physical shape.

Creative dance, for example, helps brain development. How? It teaches proficiency in using the body as a tool for functional tasks, for athletic competitiveness, for communication and for expression.

It builds self-respect and boosts an individual’s physical and emotional well-being.

Ask students if they’ve ever watched an awkward eighth grader whose arms and legs have grown so quickly that the poor kid can’t figure out where his feet or hands are – and is so awkward that he or she can barely walk and chew gum at the same time. Point out that being in dance or karate or gymnastics or other such activities help kids survive the awkward stage.

Participating in dance or karate or football or basketball can be a great stress reliever. Researchers have discovered that relieving stress through exercise actually improves the efficiency of your brain’s ability to function. Harvard clinical psychiatrist John Ratey wrote that physical movement in such sports and activities helps the motor functions of the brain but “is crucial to every other brain function, including memory, emotion, language and learning.”

So, it’s not just your heart or your lungs that are getting healthier when you run or walk to school or get involved in cheerleading or golf or mountain climbing or swimming. Ratey found that “higher” brain functions depend upon movement.

How? His research findings show that the same neural circuits that regulate physical tasks are also involved in our thinking and learning and reasoning. Playing football or expressing yourself in



dance or battling it out in volleyball forces you to recall what worked in the past, evaluate what's going and plan out a sequence of actions – often in an instant.

In only a split-second, the brain “walks through” these factors as it remembers, plans and makes decisions about how to return that volleyball, catch that football or counter an opponent's karate move. Researcher Eric Jensen says that such activities are needed at fairly frequent intervals for young brains to develop properly.

The two sides of our brain control different sides of the body. So, researchers refer to “crossing the mid-line” – making both sides of the brain work together. “Crossing the mid-line” is vital to our intellectual development. It activates neural connections between the two halves. Activities such as reading and logical investigation require such cross-brain integration.

What does this mean?

Gym class makes you smarter! Activities such as jazz dancing, gymnastics, football practice and playing one-on-one hoops all offer a wide array of crucial learning opportunities that are good for us because:

- Our healthy physical development depends on movement;

- Such activities increase our sensory awareness;

- They stimulate neurological development;

- They strengthen non-verbal communication skills;

- Neurologically and conceptually, these activities strengthen our literacy skills – like reading!

- They contribute to self-control and responsibility;

- They help us develop skills that contribute to group work and community building; and

- They help us appreciate and set values for life.

And you thought you were just getting some exercise!

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.

Wouldn't it be great if walking to school became a tradition at your school?

