FOCUSED FITNESS
Sensible Fitness, Health & Activity
Programs for Today's Kids

Visit www.focusedfitness.org to see our curriculum and resources, including FREE samples!

Use promo code **KWW17** at checkout to receive **20% off** your order through February 28, 2017

For a FREE trial of WELNET® use the promo link below for access through June 30, 2017.
www.focusedfitness.org/go/WELNET-promo1

Follow us on social media too!
Twitter (@focusedfitness2), Facebook, YouTube & Instagram

Introductions
- Total Nonstop Action with Fitness and Nutrition Concepts
- Presenter: Ron Malm @rtm18_ff
- Handouts: www.focusedfitnessblog.org (go to conference schedule in the upper right hand corner)

Objectives
1. Participate in engaging activities that incorporate academic content with high levels of MVPA
2. Learn effective strategies and methods of circuit training at all levels
3. Collaborate with peers on best teaching practices and ideas for large group fitness

Essential Question: How can we teach kids to become their own personal trainer and nutritionist?

Opener
- Walk and Talk
- Alien Tag vs. Energy In/Energy Out

Large Group Fitness
- Ideas and best practices will be shared throughout the day – see handout
- Partner Pair-Up, Accumulator, AMRAP, TABATA

Setting the Foundation with the Five Components of Health Related Fitness
- Cardiorespiratory Endurance Activity
  - Heart Health Relay
- Muscular Strength and Muscular Endurance Activity
  - Muscular Strength and Endurance Tag
- Flexibility Activity
- Body Composition Explanation
  - Muscle Snatchers

The Mission is Nutrition
- InfoCube Warm Up (NM)
- Food Pond (NM)
- Swipe It (NM)
- Energy Pin-Down (NM)

Finding a Place to Plug In
- Using a wide variety of best practices and methods for effective circuit training
  - 8 station motor skills/fitness circuit
  - What did you see in this circuit that you liked? What would you modify or change to fit your students?

The Anatomy of Physical Education
- The Notion of Muscle Motion
- Bone Density Tag
- Risk Factor Four Square

Workshop Closing and Survey – Thank you for your attention, participation and willingness to learn!

Large Group Fitness Activities

There are several reasons for designing and using fitness activities with large groups in mind:

1. They can be designed with small amounts of equipment or with bodyweight exercises. Set up, when necessary is limited, and is done quickly by the students.
2. They are similar to circuit training in that they often have an overall objective and a planned pattern of fitness components. Example: Alternate cardiorespiratory endurance (CRE) exercises with muscular strength or muscular endurance (MS or ME).
3. Other training principles can be employed such as progression, overload and specificity.

Below are examples of large group fitness activities that, when used with best practices, will motivate your students to warm up or even max out.

Four Corner Dynamic Circuit: Dynamic movements (skipping, jogging) are mixed with exercises (crunches, pushups) and dynamic stretches (pelican walk, hamstring hug). Participants proceed at own pace around four cones on which the movement cards are placed.

Partner Pair Up: After pairing, students find a spot outside or inside the lap area. On signal, one partner runs one lap (CRE) while the other performs a teacher designated MS/ME exercise such as wall squats until the runner returns. They exchange places and continue with new exercises added at teacher discretion.

Accumulator: Teacher writes exercises and quantities of repetitions on a white board (Ex: 60 pushups, 12 laps, 40 medicine ball Russian twists, 20 burpees, 20 supermen). After designating where in the gym the different exercises are to be performed, the two partners decide how they will split the repetitions between them to get the total amount done as quickly, and correctly, as possible.

Wave circuit: (See Circuit Training handbook page 64) Six to eight lines of different exercises are designated on the gym floor. Signs are located on a cone in the middle of each line. Using the appropriate exercise to rest ratio, students rotate to the next line on the teacher's signal.

AMRAP = As Many Rounds As Possible: This is a form of circuit training in which the students will perform 10 repetitions of three different exercises. Example: 10 pushups, 10 air squats, and 10 jumping jacks. The goal is to challenge oneself to get through as many sets, or rounds, in the allotted time (Three minutes to begin with).

Tabata: This high intensity interval training designed by Dr. Tabata of Japan can be modified for use in a large group setting. The original intent is for a person to perform as many repetitions as possible of a chosen exercise with an exercise to rest ratio of 20 seconds of activity to 10 seconds of rest. One immediately resumes with the same exercise and continues until a total of four minutes have been completed. After four minutes, very fit individuals immediately switch to a different, planned exercise and continue the pattern. This could continue until a series of four planned exercises have taken a total of 16 minutes of exercise. In a P.E. setting the method can be revised, dependent on the fitness levels of the participants, to a ratio of 30 seconds on and 30 seconds off in which two partners share a piece of functional equipment and monitor each other's form when not performing. Students are challenged to go as fast as possible without compromising form.

Additional Large Group Activities:

For more information, please contact info@focusedfitness.org

Activity

Grade: Basic/K-3

Objective:
Students will recognize how a balance of activity and diet are needed to maintain a healthy level of body composition.

Equipment:
• Foam Balls
• Cones

CCSS:
RI.3
  Gr K-3
SL.1, 3, 6
  Gr K-3
L.1, 5, 6
  Gr K-3

Energy In/Energy Out

Explanation:
Food provides energy. If we put more energy (food) in our body than we use, our body will become fat. The only way to use more energy is to be more active.

Directions:
1. Choose 3-4 taggers to represent fatty foods such as cupcakes, doughnuts, French fries, and potato chips, etc.). Fatty foods stand in the center circle (the body). Everyone else spreads out around the gym.
2. At the signal, fatty foods leave the body and attempt to tag as many people as possible with a foam ball.
3. If a fatty food tags someone, it represents calories going into the body. The tagged person goes to the body (center circle) and lays down on his/her back with feet touching the circle and hands clasped under the head.
4. No one is allowed to run through the body (center circle).
5. The untagged students represent activity and they can rescue calories by pulling them out of the body (center circle) by the feet.
6. Play the game 2-3 minutes and then choose new taggers.
7. Explain how diet and activity affect the amount of fat stored in the body.
8. To show how an imbalance of diet and activity affect the outcome of the game, add more fatty foods (taggers).

Assessment:
Use class discussion questions at the end of the unit to check for understanding after playing the game.

Legend:
- **T** Taggers
- Cones
- Students Tagged
- **X** Students

BODY COMPOSITION K-3

1.93
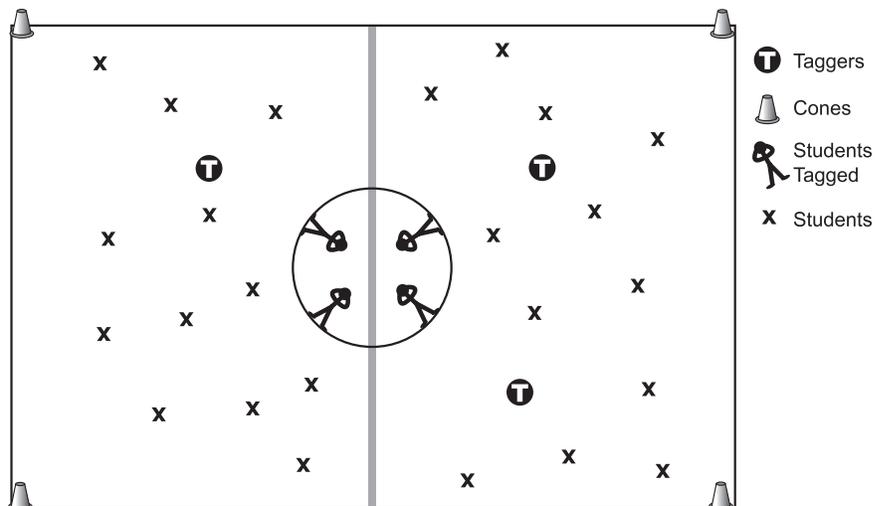
Key Concept:
Energy Content of Macronutrients

Objective:
Students will recognize that carbohydrates, fat and protein supply different amounts and types of energy to the body.

Equipment:
- Small Foam Balls
- Large Foam Balls
- Foam Footballs
- Plastic Bowling Pins

Energy Pin-Down

Explanation:

Our bodies receive energy from the food we eat every day (Energy In, Energy Out). Energy in food is measured by the number of calories it contains. Energy in food is found in carbohydrates, fats, and proteins.

Carbohydrates provide 4 calories in each gram. Exercises that are higher in intensity will use carbohydrates as their energy source.

Fat provides 9 calories in each gram. Exercises that are low in intensity will use fat as their energy source.

Protein provides 4 calories in each gram and is used primarily to build and repair body muscle.

Directions:

1. Place 15 plastic bowling pins throughout the playing area.
2. Send one student to each pin.
3. The remaining students spread out on the outside of the boundary lines.
4. On the signal to start, students on the inside guard their pin while attempting to throw or roll balls at the other pins.
5. The students standing on the outside retrieve balls that leave the play area and wait for a pin to open up.
6. If a student's pin is knocked down with a ball, he/she goes to the outside of the play area and performs an exercise that corresponds to the type of ball his/her pin was hit by:
   - **Small Foam Balls** represent carbohydrates and receive quick energy. To burn off carbohydrates, the student does 4 rocket blasters.
   - **Large Foam Balls** represent fat and receive a lot of energy. To burn off fat, the student does 9 jumping jacks.
   - **Foam Footballs** represent proteins and receive energy and also the ability to repair muscle. To burn off protein, the student does 4 push-ups.
7. When a student completes his/her exercise, he/she stands on the outside of the play area to retrieve balls and waits for a pin to open up.

Assessment:

Throughout the activity, periodically stop and ask students what types of energy carbohydrates, fat, or protein provide and their calorie amounts.

x = Students

◊ = Bowling Pins

• = Small Foam Balls (carbohydrates)

● = Large Foam Balls (fat)

⬤ = Foam Footballs (protein)

BONES FOR LIFE
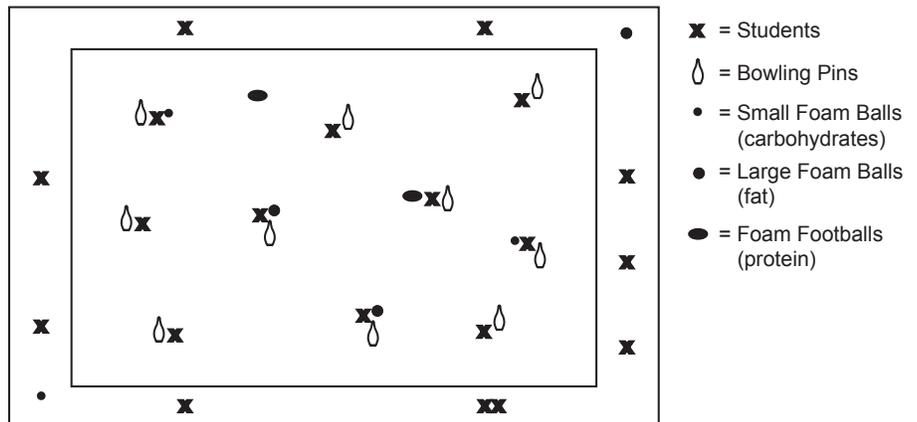
Level: Intermediate

Objective:
Students will describe how an active lifestyle with weight bearing exercises promotes bone growth and helps maintain bone density.

Students will improve their bone density levels. Students will name which bones are strengthened during different exercises.

Equipment:
• Cones
• Student Assessment Bone Names (page 3.22) as a resource.

CCSS:
SL. 1,6
   Gr 6,7,8
L. 1,4,6
   Gr 6,7,8

BONE DENSITY TAG

Explanation:

The body is supported by bones. It is important to know the names and location of bones to understand how the body moves. Strong bones are necessary for the body's support and protection. Keeping bones strong through weight-bearing activity and eating a healthy diet rich in calcium and Vitamin D will improve bone density. When bones are stressed through weight-bearing activity, they become stronger. Some examples of weight-bearing activities are walking, running, jumping, stair climbing, dancing, hiking, basketball and resistance training.

Directions:
1. Select two taggers (representing strong bones) to begin the game. They start in the middle.
2. All other students (representing weak bones) line up across one end line. The goal is to make it to the opposite end without being tagged and to eventually be the last player left.
3. One designated tagger (lead tagger) calls out a specific locomotor skill such as skipping, by saying, "skip bones skip". Taggers and players alike must perform the same designated locomotor movement.
4. On that command, all students (weak bones) perform the chosen locomotor movement across the gym to the other end trying to avoid the taggers (strong bones).
5. Players who make it across the gym safely line up on the new line and wait for the next command.
6. Players who were tagged go to the side of the gym (or exercise area marked by cones), perform a pre-determined number of repetitions of any weight-bearing exercise (representing getting stronger bones) and then return to the center as a tagger (strong bone) for the next command to start.
7. The game continues until only a few players (weak bones) remain.

Variations:

• Play again with the designated tagger calling out the name of a bone and the locomotor movement ("FEMUR; SLIDE BONES SLIDE"). When a player is tagged he/she must perform a bone strengthening exercise specific to the bone named (Femur = rocket blasters, Humerus = push ups).

Assessment Ideas:
• Teacher has students demonstrate weight-bearing activities/exercises.
• Have students discuss with a partner other activities done out of school that will strengthen bones.

BONES FOR LIFE

Bone Density Tag - continued

Diagram:

T = Tagger
X = Player
= Cones

exercise area

fivelife
FOR
PROGRAM
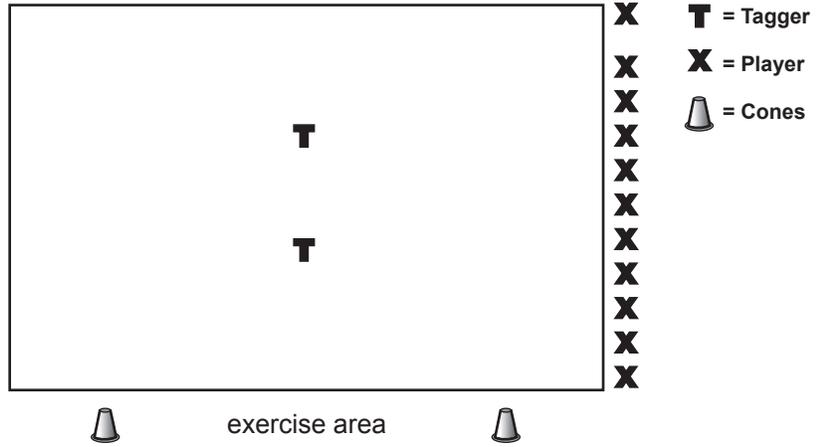
Circuit Training Science and Art

Circuit training is a combination of selected exercises or activities performed in a sequence or pattern to improve fitness levels. It is one of the most popular methods used to improve health, performance and appearance. In theory, any groups of two or more exercises that follow a pattern qualify as a circuit.

Advantages and Benefits

- Multiple concepts combined into one workout
- Variety and short time intervals = Fun and motivation for students
- All students are active: Reduces discipline problems
- Students can challenge themselves at their ability or fitness level
- Opportunities to assess and work individually with students

The Science: Circuit Design	
Goals:	**Student Objectives:**
- Increase general fitness - Develop specific components of health and skill-related fitness - Improve locomotor and gross motor skills - Practice sports skills	- Elevate HR to exercise in target zones - Maintain intensity Level 3 or higher - Apply modifications and progressions to ensure proper form and encourage a challenge - Properly execute functional equipment exercises - Correctly perform various sports skills
Exercise-to-Rest Ratio:	**Pattern:**
- Denotes the amount of time spent exercising at each station compared to the amount of rest between stations - Technique and energy levels will suffer if the circuit demands are too high - Use least fit students to establish baseline - Shorter exercise periods and longer rest intervals at the beginning of the school year (1:1 or 1:2) and gradually increase exercise and shorten rest as students become fit (2:1 or 3:1)	- Circuits should have a planned order in which exercises or activities are completed - Should align with goals and objectives - Example patterns: - A-B (MS-CRE) - A-A-B (CRE-CRE-MS) - A-B-C (CRE-MS:Upper Body-Sport Skill)

FOCUSED FITNESS ™

www.focusedfitness.org

The Art: Safety, Management, and Motivation

Understand your students:

- Consider skill and fitness levels as well as physical and emotional maturity
  - Avoid using 10 lb. dumbbells with first graders
  - Incorporate body weight exercises if students are not responsible with equipment

Communicate expectations:

- Teach safe movement
- Address behavior concerns regarding students who misuse or abuse equipment

Manage large classes:

- Two groups- one group is on perimeter doing a circuit, the other is in the center doing an activity then switch
- Make two identical circuits
- Use a Wave Circuit

Equipment:

- Teach equipment in a whole class format before incorporating into circuits
- Model how to carry equipment
- Allow students to help set up/take down
- Ensure adequate spacing between stations

Managing students:

- Position yourself appropriately to oversee all students
- Stand near stations that require advanced management
- Utilize music to motivate and rotate students
- Use look ahead and mirror techniques

Other tips:

- Limit the number of new activities introduced to increase activity time
- Use circuit training cards and other visuals
- Utilize a variety of layouts to keep students engaged and motivated
- Incorporate challenges (pedometer, heart rate monitor, sports skill)
- Include a dynamic warm-up prior to and a cool down after the circuit

FOCUSED FITNESS™

Physical Activity Workshop Survey

Directions: Please complete and return this form.

Date _____

District _____ School _____

Please indicate your gender: Female   Male

Please circle ALL the grade levels you teach:

K   1   2   3   4   5   6   7   8   9   10   11   12

Other _____

	Disagree Strongly 1	Disagree 2	Neutral 3	Agree 4	Agree Strongly 5
1 The trainers had a solid grasp of the content they presented in this workshop.	①	②	③	④	⑤
2 The trainers used examples from their own experiences to help me learn the content of this workshop.	①	②	③	④	⑤
3 The workshop was carried out in an organized manner.	①	②	③	④	⑤
4 I felt comfortable asking questions in this workshop.	①	②	③	④	⑤
5 The meeting space was conducive to learning in this workshop.	①	②	③	④	⑤
6 It was easy to hear the trainer(s) and other participants in this workshop.	①	②	③	④	⑤
7 The handouts and visuals supported my learning in this workshop. (N/A)	①	②	③	④	⑤
8 As a result of attending this workshop I learned new knowledge and skills that will be of value for me in my classroom.	①	②	③	④	⑤
9 The workshop has prepared me to improve student learning through enhanced instruction.	①	②	③	④	⑤
10 I feel comfortable implementing the things I learned in this workshop.	①	②	③	④	⑤
11 I plan to implement the things I learned in the near future in my class.	①	②	③	④	⑤

	Poor	Fair	Average	Good	Excellent
12 My overall rating of this workshop is:	①	②	③	④	⑤

13 Please list the three most important new things that you learned as a result of attending this workshop: _____

_____

_____

_____

14 Please list at least two new topics that you would like future workshops to address: _____

_____

_____

_____

15 What suggestions do you have that would improve this workshop? _____

_____

_____

_____

16 Please list any comments that you would like to share with the trainers: _____

_____

_____

_____