

# Tour de Fitness

Sponsored by LAHPERD and The Governor's Council on Physical Fitness & Sport  
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## ELEMENTARY

### II. HEALTH RELATED FITNESS

#### MUSCULAR STRENGTH

**MEET THE FLINSTONES** (with Dyna bands provided by Fitness Wholesale)

**Standard(s):** 2, 3, & 7

**Suggested Grade Level:** 3<sup>rd</sup> and up

**Music:** "Meet the Flintstones" Flintstones or any other fast beat music

**Equipment:** one dyna band for each student

**Directions:**

**Introduction:** Quick short horizontal pulls for a warm up

- Verse 1:**
- 4 Horizontal pulls in front of body
  - 4 Overhead horizontal arm pulls
  - 8 Alternating right and left "heart pulls" (one hand on chest with the other arm pulling to the side)
  - 6 Left arm out in front with right hand pulling in a downward direction
  - 6 Right arm out in front with left hand pulling in a downward direction

Rest for a moment while you are getting in position to put the DYNABAND on your back across the shoulders blades,

- Verse 2:**
- 8 Alternating right and left - pressing arms forward
  - 8 Alternating right and left - pressing arms to the side
  - 4 Slow low pulls (Dyna band is now in front of body)
  - 8 Simulated backhands with tennis swings (for right-handed person)
  - 8 Simulated left arm golf swings (for right handed person)

**Verse 3:** Repeat verse one

**Finish:** Short quick horizontal arm pulls with full extension for the ending

Please note: Do work the muscles throughout the full range of motion. Do not hyper extend or lock the joints.

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**ELECTRIC SLIDE** (with Dynabands tied between the knee and ankle)

**Standard(s):** 2, 3, & 7

**MUSIC:** Electric Boogie sung by Marcia Griffiths

**Suggested Grade Level:** 3<sup>rd</sup> and up

**Directions:** Four wall dance

**GRAPEVINE Right, TOUCH**

- 1, 2. Step to the right on RIGHT foot; Step LEFT foot behind Right foot;
- 3, 4 Step to the right on RIGHT foot; Touch LEFT foot next to Right foot (clap)

**GRAPEVINE Left, TOUCH**

- 5, 6. Step to the left on LEFT foot; Step RIGHT foot behind Left foot;
- 7, 8 Step to the left on LEFT foot; Touch RIGHT foot next to Left foot (clap)

**WALK BACK, TOUCH**

- 9-11 Walk back stepping on RIGHT, LEFT, RIGHT
- 12 Touch LEFT foot next to Right foot (clap)

**STEP, TOUCH, STEP, TOUCH, STEP, TOUCH, STEP, TOUCH, STEP** with 1/4  
**TURN, HOP**

- 13, 14 Step forward on LEFT foot; Touch RIGHT foot toe to Left heel (clap)
- 15, 16 Step backward on RIGHT foot; Touch LEFT foot toe to Right toe (snap)
- 17, 18 Step forward on LEFT foot; Touch RIGHT foot toe to Left heel (clap)
- 19, 20 Step backward on RIGHT foot; Touch LEFT foot toe to Right toe (snap)
- 21, 22 Step forward on LEFT foot turning 1/4 turn to your left; Hop

**BEGIN DANCE AGAIN**

**Variations:** If the child is having difficulty with the grapevine step, have them take 4 step close steps in the designated direction.

More advanced dancers can vary steps with turns (single and double) in place of grapevines or slide, slide, slide (The Electric Slide) - Charleston kicks (14 & 18) touch behind or hand to floor (16 & 20)

Hop may be substituted with Tour en l'air (turn in the air) or double tour.

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## MUSCULAR ENDURANCE

### SIT UP RELAY

**Standard(s):** 2 & 3

**Equipment:** Medicine or weighted balls

**Suggested grade level:** 4<sup>th</sup> and up

**Objective:** abdominal strength

The groups of four to six students lie down with knees bent, head to feet in one long line. On the signal, the first person performs a sit up and slaps the next persons hands, who sits up and slaps the next and so forth. Once the person completes their sit up, they run to the front to continue the line. This continues with each person running to the front as fast as possible making this a team relay race!

**Variations and Modifications:** To challenge the students have them pass a weighted ball down the line. Have them discuss which was easier and why.

### HULA-HOOP PUSH-UP

**Standard(s):** 1, 2, 3, & 5

**Suggested Grade Level:** K – 5<sup>th</sup>

**Equipment:** One hula-hoop for every set of partners

**Description:** This activity is great for building upper body strength by disguising fitness with fun. Have students get into partners, with each pair getting one hula-hoop. One partner will be down in push-up position, while the other partner will be standing next to them holding the hula-hoop. The partner in push-up position must stay in their spot while the other partner moves the hula-hoop starting at their head and moves it to their toes. The partner that is in position must pick up their hands and feet in order to fit through the hula-hoop. Do this in a continuous motion 5 times as quickly as possible.

Then the partners switch and the action is repeated. Once this is down have them switch and repeat the game but this time they start at the feet and then go to their head.

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## MANIPULATIVE ABDOMINAL CHALLENGES

**Standard(s):** 1, 4, 5, & 7

**Suggested grade level:** 2nd - 5th

**Equipment:** tennis balls- (one for each student)

**Directions:** Each student is sitting down with feet in front, knees bent and holding a tennis ball. The student will perform the following tasks called out by the teacher or followed by task cards. Each task can be challenged using a specific time or repetition. Challenge your students in different ways (e.g., How many times can you perform the following skill in 10 seconds)? Select several tasks and give your students a challenge to strengthen abdominal muscles while having fun. The teacher can use these in stations, partners or with the entire class.

Body position: lay down in the curl up position with the ball in front of your body by your chest.

Tasks:

1. Curl up, touch the tennis ball to your knees and lay back down. (See if you can do it 5 times? 10? count by 5's to 100 ?)
2. Curl up in the "up" position, raise your right leg and circle the ball around your right leg (time or repetitions).
3. Repeat number 2 with the left leg.
4. Curl up in the "up" position and pass the ball around your right leg then left leg (figure eight).
5. Curl up in the "up" position and pass the ball around both legs.
6. Curl up in the "up" position and pass the ball around your right leg then behind your back...repeat
7. Curl up in the "up" position and pass the ball around your left leg then behind your back...repeat
8. Curl up and bounce the ball between your legs one time , catch it and return to the starting position ...repeat
9. Curl up while dribbling a tennis ball/playground ball on the right side( with right hand) and lay back down ...repeat
10. Curl up while dribbling a tennis ball/playground ball on the left side(with left hand) and lay back down... repeat
11. Hold the ball in front with two hands curl up and twist body to the right, touch the floor with the ball then lay down.
12. Repeat task 11 going to the left side.
13. Repeat task 11 but alternate sides ...right, left, right etc.
14. Curl up and toss ball up in front, catch it then lay back down.

**Variations:** The student can use other equipment on most tasks such as a playground ball, beanbag, scarf, yarn ball, noodle slice, critter, etc.

**Suggested Assessments:** Performance assessment, journal writing, thinking maps, drawing a picture about his/her experience, peer observation, self-assessment, observation-teacher/student (for example: checklist, rating scale, scoring rubric, video analysis).

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## II. HEALTH RELATED FITNESS

### FLEXIBILITY

#### ONE ON ONE TWISTER

**Standard(s):** 4 & 7

**Suggested Grade Level:** 3<sup>rd</sup> and up

**Equipment:** Four poly spots for each student. It is best to have different shape poly spots for each student. For example: stars for one student and round poly spots for the other student

**Skills:** Balance, flexibility, coordination and cooperation

**Description:** The students will get into groups of two. Each student will have four poly spots. Each student will place their poly spots in a square, leaving about 12-14 inches between spots, in front of them. The distance between poly spots will vary according to the age group you are working with.

The teacher calls out one of the following body positions and the students try to get into that position without falling.

#### **Beginner:**

- ❖ Two feet on yours and two hands in the air
- ❖ Two feet on yours and one hand on theirs
- ❖ Two feet on theirs and two hands on yours (crab position)
- ❖ One foot on yours and holding one of their hands
- ❖ One foot on yours and holding one of their feet
- ❖ One foot on theirs and one hand on yours
- ❖ Two hands on theirs and two feet on yours (bear position)
- ❖ One hand on theirs, one hand on yours, one foot on theirs
- ❖ One foot on theirs, one hand on theirs, and one foot in the air
- ❖ Two hands on theirs and one foot on yours

#### **Advanced:**

- ❖ Right foot on theirs and left hand on yours
- ❖ Left foot on theirs and two hands in the air
- ❖ Right foot on theirs, right hand on yours, left foot on their shoulder
- ❖ Right elbow on yours, right knee on yours, left foot on theirs
- ❖ Left knee on theirs, right knee on yours, and two arms on their shoulders
- ❖ Two hands on yours, one bottom on yours and two feet touching their feet
- ❖ One knee on theirs, one foot on yours and right hand on theirs, left hand waving in the air
- ❖ Two hands on yours, left foot in the air, right foot on theirs
- ❖ Right foot on theirs and two hands on their shoulders

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### LOCOMOTOR MOVEMENTS

#### Number Board Challenges

**Standard(s):** 1, 5, 6, & 7

**Grade Level:** 2<sup>nd</sup> & up

**Equipment:** Numbers 1-60 written in a scattered pattern on a 12x18 sheet of paper, cones

**Directions:** Divide students into groups of 3-4. Student take turns using different locomotor movements to find numbers on the number board. When the student finds the number he touches it then returns back for the next teammate to go. Different locomotor movements can be used as well as different number patterns, such as finding all odd numbers, all even numbers, numbers by five, and finding numbers forward or backward. A great rainy day activity in desk groups or on the floor.

### BALANCE

#### Balance Cards – See Power Point Slides entitled “Balance Cards”

**Standard(s):** 1, 2, 5, & 7

**Grade Level:** K & 1

**Equipment:** polypots, balance cards

**Directions:** Make several balance cards using large or small index cards. On each card, draw symbols representing body parts on which the students should balance, such as feet, knees, elbows, bottom, hands, and head. Distinctions for right and/or left should be made. Scatter cards face down in the middle of the