

LEVEL	UNIT	LESSON Number 2	EQUIPMENT
First Grade	Fitness	Cardiovascular Games & Flag Belts	Flags, Control Cones, Hoops, Cardiovascular Cards, stop-slow-go cards, Pictures or plastic Fruits and Veggies, Music

Objectives

1. Play the tag games safely.
2. Pull the flag off an opponent safely
3. Play the games fairly.
4. Have fun.
5. Engage in sustained physical activity that causes an increase in heart rate.
6. Describe that the heart, lungs and muscles work together while performing aerobic activities.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Warm Up	5	<p>Begin the class with them seated in a group. We will review the safety rules and then warm up "Red Light, Green Light".</p> <p>Today you are going to travel along following traffic lights! Just like a car. What does the green light mean? Go. What about the red light? Stop. What does the yellow light mean? Slow down, get ready to stop. Your heart is like the car engine. It pumps all the fuel around to your muscles so that you can keep moving. Where do you get the fuel from? The food you eat and the air you breathe. As you exercise more, your heart beats faster and your lungs breathe faster to get energy to the muscles that are working. When you see the green sign that means you're all fueled up and can move around any way you want. When you see the red sign, you have run out of fuel and will have to stop. If you see the yellow sign, you are running out of energy, but if you slow down you might be able to build up some more energy.</p> <p>The first time the class stops, I will ask them if their lungs are breathing harder than when we were sitting? I will explain to the class how to find their pulse. After checking our pulse we'll go again. Each time we stop I will have the class check their pulse.</p> <p>Watch the class and remind them to travel to open spaces, look out for each other and try different ways of traveling.</p> <p>After a couple times of checking their pulse I am going to ask them about their pulse. What do they notice? What do they notice about their breathing? Do they see any similarities? (Their heart rate is probably faster at least elevated. Their breathing is faster too. When they exercise more they need more energy, so their heart beats faster and their lungs breath in oxygen faster.)</p> <p>Remind students that they can drink water during class. Just not when we are discussing.</p> <p><u>Fitness Concepts</u> 3.1 Participate in physical activities that are enjoyable and challenging. 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate. 4.2 Explain the importance of drinking water during and after physical activity.</p> <p><u>Body Composition</u> 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	
Part 2 Flag Tag	10	<p>In this lesson you will teach your class how to put on the flags. It is easiest to put the flags spread out around the perimeter of the space you will be working in. If you divide the colors evenly regarding the number of students in your class, you can include variations of the game you will play later.</p> <p>"When I say go, you will get a flag and find a spot to stand inside our boundaries. There</p>	Set flags in hoops around the space.

		<p>are enough flags for each student. If there is any pushing or shoving, everyone will put their flags away and come back to sit down. Then we will try getting the flags one more time. Ready, go" watch your students as they go to get the flag,. If you notice pushing, immediately instruct them to put the flags a way and come sit down. Remind them one more time to be safe, and if they continue to push and shove sit the students out who are breaking the rules. Once yours students all have a flag and are standing on a spot on the floor, show them how to buckle the flag belt. It is important to teach them how to pull the flags off safely. Demonstrate what to do after pulling off a flag, (drop it on the ground) tell them the rule of not touching your own flag while you are playing the game. Once you are sure everyone understands the rules, teach your class to play flag tag. "When I say go, you will run after each other trying to remove the flags from your classmates. If someone removes your flag, go to one of the cardiovascular stations and do the exercise on the card ten times. When you are finished you may put on your flag and come back and to the game. If you remove someone else's flag be sure to carefully drop it on the ground before running off to grab another flag. Each time you go to do an exercise, be sure you choose a new card. Ready, go." Walk through the game as the students are playing point out the students that are doing a good job and praise them. Be sure to sit out any students to are not being safe.</p> <p>Occasionally stop the class and have them count their pulse. Have the students count their pulse by watching the clock, or by using a stop watch whenever they do a fitness station.</p> <p><u>Variation:</u> After a couple of minutes stop the game and tell them the new rules. "This time when you play, only the Orange flags will be pulling off the other color flags. The rest of you will just be trying to stay away form the orange flags! The rest of the rules stay the same. Ready, go." After a few minutes stop the game and choose a new color to be the taggers. Continue playing this game until each color has had a turn to be it.</p> <p><u>Assessment</u> 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure change in activity levels.</p> <p><u>Aerobic Capacity</u> 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate. 4.4 Explain that the heart is the most important muscle in the body and is approximately the size of a fist. 4.5 Explain that the heart becomes stronger from regularly beating faster during physical activity. 4.6 Identify physical activities that cause the heart to beat faster. 4.7 Explain that blood collects oxygen from the lungs.</p>	
<p>Part 3 Play a game using flag belts.</p>		<p><u>Bridge Tag</u>, using the flag belts. Choose one color to be the taggers. Their job is to pull the flags off of as many students as possible, the ultimate goal would be to pull everyone’s flag off, leaving no one to rescue the people holding the position of bridge. When a person has their flag removed, they must stop where they were caught, leave their flag on the ground near them, and form a bridge with their body. The bridge should be formed so that another student can go completely under and out the other side without touching the person who is forming the bridge shape. Once the person has gone completely under the bridge, they must pick up the flag from the ground, giving it back to the person who was caught, so they can put it back on and reenter play. While the person is going under, and picking up the flag, both people involved cannot be caught by a tagger. The two players must reenter the game by beginning to run again. At that point, they are eligible to be caught once again. Continue playing this game, rotating taggers every minute or so. You have six different flag colors, and that can be used as a way to choose taggers.</p> <p><u>Couch Potato</u> Purpose of Event: For students to learn the concept of being healthy and active. Don't be a "couch potato!" Prerequisites: Basic knowledge of tag games (chasing, fleeing, dodging), locomotor skills, moving safely in general and safe space, and use of boundaries. Suggested Grade Level: K-2</p>	<p>Have the person who was helped high five the helper to signal they are ready to start running again.</p>

Stretch		<p>Materials Needed: plastic fruits and veggies, cones to create a "fridge," cones or mat to create an area for the couch, foam balls or other identifiers for taggers</p> <p>Description of Idea Anticipatory Set: Discuss with your students: "What is a couch potato?" "Do you think a couch potato is healthy?" Most likely you will receive answers like: "A couch potato is lazy, does not exercise and eats junk food like potato chips." Introduce the concept of being healthy and how we don't want to be a couch potato. "How can we keep from being a couch potato?" Answers: get exercise, keep moving, eat healthy stuff.</p> <p>Set-Up: Choose one flag color to be "it" (remote controls freezing others into couch potatoes). Designate an area using cones or a mat as the couch where couch potatoes go, and another area where the refrigerator is, in which pretend fruits and vegetables have been placed. Fruits and vegetables can include laminated pictures of fruits and vegetables or plastic ones you can buy. Be creative! Designate playing boundaries: usually the black line around the gym and remind students to move safely in the open space, staying inside the boundaries and safely pulling off flags.</p> <p>Play: Using various locomotor movements, students travel around the playing area. If a student is tagged by the "remote control," (s)he moves to the couch where (s)he sits down, stretches out with legs crossed pretending to be lazy and watches TV. To re-enter the game another student retrieves a fruit or vegetable from the "fridge," brings it to a couch potato and tells her/him to "get off the couch!" The couch potato needs to prove that (s)he is not a couch potato by performing a designated body reward while the helper counts (for example: five good push-ups or 10 crunches). The helper sees that (s)he deserves the fruit or vegetable and hands it to her/him. The couch potato pretends to eat the healthy snack, returns it to the refrigerator and then re-enters the game. Change taggers periodically.</p> <p>Use the stretch cards on the back of the cardiovascular cards. The students can use flag colors to determine which station to go to first.</p> <p><u>Flexibility</u> 3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.</p> <p><u>Self Responsibility</u> 5.1 Willingly participate in new physical activities. 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><u>Social Interaction</u> 5.3 Demonstrate the characteristics of sharing and cooperation in a physical activity setting.</p> <p><u>Group Dynamics</u> 5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting. 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p>	
Closure	2	<p>"What foods are healthy foods?" "What foods should you eat only once in awhile?" "How do you keep from being a couch potato?" Have students identify pictures of healthy and non-healthy activities and foods. Extension: Have students bring pictures from home of healthy and non-healthy activities and use them on a bulletin board to stomp out couch potatoes.</p>	



STOP

**Your muscles
have run out
of fuel! Is your
heart beating
fast or slow?**



GO

**Your muscles
are fueled up
with oxygen!**



CAUTION

**Slow to a walk.
Your muscles
are running out
of fuel (oxygen).
Move carefully!**