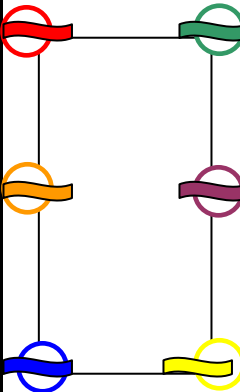


LEVEL	UNIT	LESSON Number 3	EQUIPMENT
Second Grade	Fitness	Cardiovascular Games & Flag Belts	Flags, Control Cones, Hoops, Dice, clip boards, pencils, worksheets

### Objectives

1. Play the tag games safely.
2. Pull the flag off an opponent safely
3. Play the games fairly.
4. Have fun.
5. Review cardiovascular exercises.

Activity	Time (Minutes)	Procedure	Comments/Set-up/Diagram
Part 1 Warm Up	10	<p>Begin with Workout Dice using all cards, 12 stations.</p> <p>When the students come into the gym, have them get a flag and sit at the hoop that matches. There 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. Watch your students as they go to get the flag,. Compliment the students getting their equipment the way you expect them to. 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.</p> <p>Have the sheets out and will ask the students to write down the exercises on the sheet, deciding whether they are cardiovascular or strength. Collect the sheets as a way to assess basic understanding of the difference between the two types of exercises. Explain to the class what they will be doing to warm up and why you are having them do it.</p> <p><b>BENCHMARKS</b></p> <p><u>Muscular Strength/Endurance</u></p> <p>3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench, to enhance endurance and increase muscle efficiency.</p> <p>3.6 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p> <p><u>Self Responsibility</u></p> <p>5.1 Participate in diverse group settings without interfering with others.</p> <p>5.2 Accept responsibility for one's own behavior in a group activity.</p> <p><u>Social Interaction</u></p> <p>5.4 Encourage others using verbal and non-verbal communication.</p> <p>5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p><u>Group Dynamics</u></p> <p>5.7 Participate positively in physical activities that rely on cooperation.</p> <p><u>Fitness Concepts</u></p> <p>3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.</p> <p><u>Aerobic Capacity</u></p> <p>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.</p> <p><u>Flexibility</u></p> <p>3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.</p>	<p>Set flags in hoops around the space.</p> 
Part 2-3 Flag Tag	15	<p><b><u>FITNESS CLUB TAG</u></b></p> <p>"When I say go, find an own space to stand inside our boundaries. Once yours students are standing in good own spaces, 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 or hand it to the person who you just pulled it from) and 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</p>	<p>As the students play the game, occasionally ask them to stop and check their pulse.</p>

		<p>other trying to remove the flags from your classmates. If someone removes your flag, the person who took your flag off and you should go to one of the strength stations and do the exercise on the card ten times together. 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 go with them to the fitness center to train them 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 who are not being safe.</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>Review or teach <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>Ask the class what type of exercise the running part of the game is? Cardiovascular.</p> <p>Have the person who was helped high five the helper to signal they are ready to start running again.</p>
Part 3	5	<p>Stretch to cool down What are ways you can stretch in every day life?</p>	
Culmination	2	<p>Discuss the different exercises they did today. What type were they? How do they know the exercise is cardiovascular? What are some clues? How do they know if the exercise is strength? What are some clues? Hand out the Flexibility Activity Picture Chart. On this sheet, draw or cut out pictures of things you could do outside of school that you can do to stretch your muscles and make them more flexible.</p>	PB5.7

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Activity 5.7

## Flexibility Activity Picture Chart

*Circle the activities that you have done in the past week or in a blank space draw another activity that you have done. How many days did you do this? If it is more than one, write that number by the picture.*

