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ABSTRACT

This volume contains 13 presentations from the 1995 PACE (Positive Approaches to Children's Education) conference. The titles are: "Y's Way to a Healthy Heart" (Cheryl Arnold); "Fitness Games: Lets Activate Everyone" (Noel Bewley); "The Heart Obstacle Course" (Felice Cloyd); "Fitness Fun For Everyone" (Kathy Dean); "How To Organize a 'Health and Fitness Week' in Your School" (Mandy Farlow-Davis); "Fitness Infusion Skill Development Process" (Jackie Ferguson); "Instructional Strategies for Fit Movers, Eager Movers and Informed Movers" (David L. Gallahue); "Country Line Dances" (Gwen Hamm); "Positive Approaches to Physical Activity for Low-Fit Children" (Arlene Ignico and Cathie Burton); "Three Popular Fitness Assessment Tests" (Cheryl Lewendowski, Jeff Mclaine, and Mike Willett); "The ABC's of Resistance Training for Kids" (Alan E. Mikesky); "In Search of Relevant and Credible Physical Fitness Standards for Children!" (Wynn F. Updyke); and "Nutrition to Fuel Active, Growing Bodies" (Becky Zimmerman). (Several papers contain references.) (JB)

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ED 387 443

PACE* VIII

Focus on Fitness:
For Elementary and Middle Schools
Curriculum/Instruction/Assessment

JUNE 21-23, 1995

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9:35-9:45	BREAK	
9:45-10:35	**Elementary Activity Session** Noel Bewley "Fitness Games That Work" **Middle Activity Session** Jackie Ferguson "Fitness Infusion"	Track Gym Varsity Gym
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11:40-12:30	**Elementary Activity Session** Felice Cloyd "Heart Obstacle Course" **Middle Activity Session** Kathy Dean "Fitness Fun for Everyone"	Track Gym Varsity Gym
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2:20-2:30	BREAK	
2:30-3:20	**Elementary Activity Session** Mike Willett, Jeff McClain & Cheryl Lewendowski "The AAU, PCPFS & Fitnessgram Physical Fitness Tests for Elementary Students"	Track Gym & Fitness Deck
	Middle Activity Session Betty Evenbeck "Incorporating Technology in Middle School Fitness Assessment"	Lecture Hall
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3:30-4:20	**Elementary Activity Session** Betty Evenbeck "Incorporating Technology in Elementary School Fitness Assessment"	Lecture Hall
	Middle Activity Session Mike Willett, Jeff McClain & Cheryl Lewendowski "The AAU, PCPFS & Fitnessgram Physical Fitness Tests for Middle Schoolers"	Track Gym & Fitness Deck

PACE VIII
SCHEDULE OF ACTIVITIES
THURSDAY, JUNE 22, 1995
(CONTINUED)

TIME	ACTIVITY	LOCATION
4:20-4:30	BREAK	
4:30-6:30	**Combined Elementary & Middle School Activity Session** Gwen Hamm "Line Dances for Fun & Fitness" Pizza Party	Varsity Gym Commons
6:30-7:30	FREE	
7:30 -	Country Dancing	Little Bit of Texas

PACE VIII
SCHEDULE OF ACTIVITIES
FRIDAY, JUNE 23, 1995

TIME	ACTIVITY	LOCATION
8:00-8:45	**Early Bird Warm-up** Barbara Ettl "Feeling Good"	Meet at the Gymnasium Commons
8:45-10:15	**Fourth General Session** Arlene Ignico & Cathy Burton "Putting It All Together: Positive Approaches for Low-Fit Children"	Lecture Hall & Varsity Gym
10:15-10:30	BREAK	
10:30-11:30	**All Conference Activity** **Idea Sharing Time** Sandra Arnold Jerry Carpenter Joan Seager Others to be announced	Varsity Gym
11:30-12:00	Conference Wrap-up	Varsity Gym

Y's WAY TO A HEALTHY HEART

Cheryl Arnold

Monroe County YMCA
Bloomington, Indiana

The Monroe County YMCA and staff provide an opportunity for each child to experience health related fitness activities in a friendly, positive and non-competitive environment. It is our goal that each participant will leave the "Y" with a better self-concept and have a basic knowledge of the benefits of a healthy lifestyle. The most important aspect of our program is that "Fitness and Fun" makes you feel great!

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BOXER TAG

GRADES: K-3
SKILL: Running
EQUIPMENT: Several pairs boxer shorts

PROCEDURE: Several children are designated as taggers. The taggers put on the boxer shorts. When they tag someone, tagger takes off boxers and gives them to the person they tagged to put on. Game continues in this manner. Use several taggers to keep kids from standing around.

VEINS AND ARTERIES

GRADES: K-1
SKILL: Running, balance, knowledge of circulatory system
EQUIPMENT: None

PROCEDURE:

1) Designate an 8 feet in diameter area in the middle of the gym as the heart. (A heart can be drawn or taped floor). All the lines in the gym are to be considered the arteries and veins.
2) Participants must walk briskly on the lines throughout the gym without getting off the line. Participants are blood circulating through the body.
3) Designate a tagger (maybe 2 or 3) to be the smokers. Smokers try to catch the blood.
4) If anyone is caught, each participant caught must move to the heart via the lines and do a designated exercise, i.e., jumping jacks, jump ropes or any particular exercise.
5) The exercise makes the blood feel better and the blood can again take off and walk the lines.

Variation: Hoops can be added as the muscles. Play music. When music stops, blood goes to the muscle (taking O_2 to the muscles) and waits until music begins. When music begins, blood circulates through body again. No taggers are used in this variation.

HOT POTATO

GRADES: 1-3
SKILL: Throwing, catching, dodging, running
EQUIPMENT: Soft balls or objects to throw and catch

PROCEDURE:

1) Everyone must have a partner and an object to toss.
2) Partners toss ball back and forth.
3) On signal, "Hot Potato", individual with ball chases partner and tries to hit him.
4) When partner has been hit, both begin to throw and catch until chase signal is given.

Variations: While tossing ball back and forth, each person will name:

1) Reasons for not smoking
2) Favorite "active" activities
3) Favorite healthy foods

TOM AND JERRY

GRADES: K-3
SKILL: Stopping, dodging, running
EQUIPMENT: 20 cones and 10 broken hoops for every 20 players
FORMATION: Players and arches are scattered throughout the gym.

PROCEDURE:

1) This is a "one on one" tag game.
2) Player #1 is tom the cat and player #2 is Jerry the mouse
3) Tom chases Jerry throughout the area. If Tom catches Jerry, the players switch roles.
4) The new Tom must say the ABC's before beginning to chase.
5) Jerry is safe under the arch (mouse hole) until Tom can count out loud to 10.

Variations:

1) Have 2 Toms chase 1 Jerry.
2) Have the new Tom do _____ exercises before chasing.

HEART ATTACK

GRADES: 2-4
SKILL: Running, dodging, knowledge of heart disease risk factors
EQUIPMENT: Designated area on two ends of playing area for base.

PROCEDURE:

1) Select 3-4 participants as "It." I use them as risk factors, i.e., smoking, inactivity, poor nutrition, stress, cholesterol or high blood pressure. "It" is named one of the risk factors.
2) When "Heart Attack" is called, all participants run to the other end trying to stay away from risk factors.
3) If caught once, participants have one risk factor, twice equals two risk factors and so on. When caught 3 times, participant falls on the floor having a heart attack.
4) All other participants run to heart attack victim and do 15 jumping jacks, suggesting exercise will save you from a heart attack.
5) Victim may play again starting with no risk factors.

FOOD GAME

GRADES: k-2
SKILL: Running, knowledge of healthy foods
EQUIPMENT: None

PROCEDURE:

1) Students are stationed along a line facing instructor.
2) Instructor calls out a food ... "Apple".
3) The children run to a designated line and back if they; like the food.
4) If they don't like it, they stay on the original line.
5) If a junk food is called ..."Potato chips", the children who like the food walk very slowly (like they may be overweight or have no energy).
6) Children only walk or run if they <u>like</u> the food named.

*Prior to the game, a discussion should be held on healthy food vs. junk food.
**After the game, a discussion should be held on the conclusion of what happens if you eat too much junk food and not enough healthy food.

SNAKE IN THE GRASS

GRADES: K-3
SKILL: Any strength
EQUIPMENT: Pylons to make a circle

PROCEDURE:

1) All children start standing inside about a 20 ft. circle.
2) One child is designated as the snake. This child must lie down on his/her stomach to move (no knees). The snake wiggles along floor trying to tag anyone standing.
3) Those children standing may run around the inside of the circle trying to dodge the snake. No one can jump over a snake.
4) Anyone caught by a snake must then get down on his/her stomach and try to catch others.
5) Failure to stay inside the circle and follow rules turns you into a snake. Great game for arm strength.

ULTIMATE BALL

GRADES: 4-6
SKILL: Teamwork, throwing, catching
EQUIPMENT: Gator ball or any object such as football, yarn ball, frisbee. One object per group. An area marked with end lines for goals.

PROCEDURE:

1) Class into groups of 4, 5 or 6. Number of games going on will depend on the number in class.
2) The game begins with one team taking the ball out of bounds.
3) The offense tries to move the ball down the playing area by passing to teammates.
4) No offensive player with the ball may take any steps.
5) Defensive players may try to steal the ball and move it in the opposite direction to their goal.
6) A goal is scored if a teammate catches the ball past their goal.

Rules:

1. No steps can be taken by person with the ball except to stop when running.
2. No contact can be made.
3. One on one defensively. No double teaming.
4. Encourage moving the ball quickly. I sometimes only allow a 3-second count once the ball is caught.

Penalty - The other team is awarded the ball.
***This game is like keep-a-way with a scoring option.

HIGH FIVE TAG

GRADES: K-2
SKILL: Fast walking, running, dodging
EQUIPMENT: None

PROCEDURE:

1) Scatter formation.
2) Everyone is it.
3) When tagged, freeze with both hands held up in high-five position.
4) Another child must slap them a high five with both hands to unfreeze participant.

**Walking works great for a warm-up. Progress into running.

EXERCISE TAG

GRADES: 3-6
SKILL: Running, any exercise you want to stress
EQUIPMENT: None

PROCEDURE:

1) All students are in scatter formation.
2) All children are "It."
3) On signal everyone tries to tag someone as well as stay away from everyone.
4) If students are tagged, they must perform designated exercise, i.e., 5 push-ups, 10 jumping jacks, 8 curl-ups, then they are free to play again.
5) During game, change designated exercise several times to get a rounded exercise program.

FITOPOLY

GRADES: Any -- Set up course accordingly
SKILL: Flexibility, strength, cardiovascular endurance
EQUIPMENT: Set up fitness obstacle course

PROCEDURE:

1) On signal students begin to go through course. Start 2nd child as soon as course allows (after first couple events).
2) When child completes course successfully, he/she will receive $100 from instructor.
3) Students may go through course as many times as time allows.
4) Students may pass other students when safe to do so.

REFERENCES

American Heart Association, 4645 Guain Road, Indianapolis, IN 47268, 1-800-229-1503

Arizona Heart Institute and Foundation (1991). Heart Healthy Lessons for Children. Phoenix, Arizona, 1-800-345-4278

Kungleman, Charles and Beth, McGynn, Michael and Gail (1991). Aerobics With Fun; Reston, VA; American Alliance for Healthy Physical Education, Recreation and Dance.

FITNESS GAMES: LET'S ACTIVATE EVERYONE

Noel Bewley

Indianapolis Public Schools
Indianapolis, IN

Children will play vigorously when they feel safe, see opportunity for success, and are confronted by a worthy challenge. As a teacher, it is your job to design and redesign space, equipment, and activities so all of your students are safe, successful and challenged. Children become physically fit by MOVING. These fitness games are designed to keep children moving. Use them and change them to suit your students.

ACTIVE PLAY IS FUN AND GOOD FOR YOU. ACTIVE PLAY MAKES YOUR HEART BEAT FASTER. ACTIVE PLAY MAKES YOU BREATH HARDER AND SWEAT. IT'S GREAT!

Warm up activities!

TITLE: Toss and Catch
EQUIPMENT: Any object that can be caught: plastic bag, scarf, balloon, beanbag, bagball, foam ball, foam flying disc, spin jammer, flying disc, deck tennis ring, rope ring, whiffle ball, tennis ball.
DESCRIPTION: Each student takes an object and moves into an open space and tosses and catches the object.
VARIATIONS:

1. Change body positions, standing, kneeling, sitting, etc.
2. Try trick catches or throws, two hand, one hand, claps, spins, under the leg, off the wall, etc.

TITLE: Hoops and Tubes
EQUIPMENT: One hula hoop and one golf tube for each player.
DESCRIPTION: Each player puts his hoop on the floor, holds one end of the tube, puts the other end inside the hoop, and travels around pushing the hoop in front of him. Players travel throughout the space without colliding with others. Players who collide place their tube inside the hoop and jump it 5 times before returning to play.
VARIATIONS:

1. Travel in varied formations including circling the area, figure 8, criss crossing the area, of following a leader.
2. Set up obstacles in the area.
3. Use different locomotor patterns.
4. Decrease the space.
5. Play tag with one color of hoop the chasers.

FOCUS: Self space and general space, traveling, directions and pathways.

TITLE: Discs and Tubes
EQUIPMENT: One flying disc and one golf tube for each player.
DESCRIPTION: Balance the disc on the end of the tube and travel around the area while avoiding others.
VARIATIONS:

1. Travel in varied formations.
2. Stop and try changing body positions such as stand on one leg, kneel, sit down, and lay down.
3. Try twisting, turning, spinning and rolling while balancing the disc.
4. Exchange tubes with another player.
5. Attempt to knock others discs off while balancing yours.

TITLE: Twirling Disc
EQUIPMENT: One flying disc for each player.
DESCRIPTION: Place the index finger on the inside rim of the disc and twirl the disc. Travel around the area avoiding other players.
VARIATIONS:

1. While traveling change twirling fingers and twirling hands.
2. Explore body shapes and levels while twirling (wide/narrow).
3. Play frozen frisbee. Any time the disc is dropped the player must freeze until another player returns the disc.

TITLE: Hula Hoop
EQUIPMENT: One plastic hoop for each player.
DESCRIPTION: Try the following hula hoop tricks:

1. Hula hoop around the right arm, left arm, both arms, neck, waist, knees and one ankle.
2. Jump the hoop like a rope.
3. Hold the hoop at your side with the hoop touching the floor, cross your legs to step into the hoop and to step out of the hoop.
4. Hold the hoop horizontally above your head, drop the hoop over your body without hitting your body, then jump "out, in, out, in and do it again."

TITLE: Wall Golf
NUMBER OF PLAYERS: 5-25
PLAY AREA: Any large space
EQUIPMENT: One foam ball or disc for each student.
FORMATION: Scattered
PROCEDURE: Each player counts the number of throws it takes them to hit the east will and then hit the west wall. Now they try to improve on that score.
VARIATION:

1. Decrease the size of the target.
2. Play in pairs.

TITLE: Tom & Jerry
NUMBER OF PLAYERS: 2 or 3 per group
GRADE LEVEL: K - 3
PLAY AREA: Any large play area
EQUIPMENT: 20 cones and 10 broken hoops for every 20 players
FORMATION: Players and arches are scattered throughout the gym
PROCEDURE:

1. This is a 'one on one' tag game.
2. Player #1 is Tom the cat and player #2 is Jerry the mouse.
3. Tom chases Jerry throughout the area. If Tom catches Jerry the players switch roles.
4. The new Tom must say the abc's before beginning to chase.
5. Jerry is safe under the arch (mouse hole) until Tom can count out loud to 10.

VARIATIONS:

1. Have 2 Toms chase 1 Jerry.
2. Have the new Toms do _____ exercises before chasing.

TITLE: Killer Whale Tag
NUMBER OF PLAYERS: 3 or 4 per group
PLAY AREA: Any large space
EQUIPMENT: 3 traffic cones per group
FORMATION: Groups of 3
PROCEDURE:

1. Place the cones in a triangle 15 to 25 feet apart.
2. Designate 2 or 3 seals and 1 killer whale.
3. The seals try to move from island to island without being tagged by the killer whale.
4. The seal that is tagged becomes the new killer whale and the killer whale becomes a seal.
5. There are 3 islands per group. Players must remain in their 3 island area. Color coding the cones helps the younger players.
6. Players cannot be tagged when touching an island.

VARIATIONS:

1. There can be only one seal on an island.
2. The killer whale stays the killer whale for 1 minute. The seals score 1 point for each island they reach and the killer whale scores 1 point for each tag.

TITLE: Dragon's Crown Tag
NUMBER OF PLAYERS: 3 or 4 players per group
PLAY AREA: Large play space
EQUIPMENT: 1 frisbee or deck tennis ring per group
PROCEDURE:

1. Designate 2 or 3 attackers and one dragon.
2. The dragon places the crown on the floor and stands ready to protect it.
3. The attackers try to take the crown without being tagged.
4. If an attacker takes the crown and places it over his head before being tagged, he becomes the new dragon.
5. Every time there is a new dragon, the attackers huddle in a safe place to devise a team plan for recapturing the crown.
6. The dragon's touch (tag) freezes the attackers' hands behind their heads.
7. A tap on the elbow by an attacker thaws the frozen player.
8. The dragon cannot touch the crown.

VARIATIONS:

1. The dragon stays the dragon for 1 minute. The dragon scores 1 point for every tag and the attackers score 1 point for every crown recaptured.
2. The dragon's touch sends the touched player to a designated area to be energized (exercises such as jump rope, hula hoop, juggle).

TITLE: Two On One Tag
NUMBER OF PLAYERS: 3 per group
PLAY AREA: Any large space
EQUIPMENT: Cones for bases
FORMATION: Scattered
PROCEDURE:

1. Divide the group into 3 players per group.
2. Designated 2 chasers and 1 runner.
3. The runner flees as the chaser counts to 10.
4. The chasers chase until the runner is tagged.
5. The runner then becomes a chaser and counts to 10.

VARIATIONS:
OPTIONS

1. All players dribble a basketball or soccer ball.

TITLE: Continuous Tag
NUMBER OF PLAYERS: 5 to 15 per team
PLAY AREA: Large open space divided in half
EQUIPMENT: None
FORMATION: Each team scattered in their half of the area
PROCEDURE:

1. Divide the group into two teams.
2. Designate an endline at the back of each area. This is the scoring line for the opposing team.
3. Players from each team try to run across the opposing teams area to the end line. Players in area A attempt to cross area B without being tagged by area B players.
4. Players at any time may choose to stay in their area and be a defender or attempt to go on offense and try to cross the opposing teams area.
5. Any player who is tagged trying to cross to the end line must go to the _____ area until released.
6. Tagged players may be released by an teammate who has reached the end line and is returning to their area.

VARIATIONS:

1. Have scoring tokens at each endline to keep score.
2. Have all players dribble a ball.

TITLE: No Defense Basketball
NUMBER OF PLAYERS: 6 to 8 players per target or basketball goal
GRADE LEVEL: Upper elementary
PLAY AREA: Gym or any area with basketball goals
EQUIPMENT: 1. Two balls for every goal. 2. Basketball goal or similar target for every six players. 3. One traffic cone or marker for each goal.
FORMATION: Teams of three or four line up across the area from each other. Players from both teams are numbered 1,2,3,4. The cone is placed fifteen feet away from and in front of the goal. The two balls are placed next to the cone.
PROCEDURE:

1. Designate one team the SET team and the other the GO team.
2. One player from each team plays at a time.
3. Player 1 from the SET team says "set" and then player 1 from the GO team says "go". Neither may start until the go signal is given.
4. The object is to run to the ball, dribble to the goal and shoot the ball into the basket. After each basket scored, the player must dribble around the cone before shooting again.
5. The first player to score three goals wins. The players return the balls to the cone, shake hands, and go to the end of their team's line.
6. The number 2,3,4 players from both teams repeat procedures 2-4.
7. Teams may keep track of the number of wins for each team.

VARIATIONS:

1. See that the teams are uneven (3-4 or 3-2), and when players finish playing they go to the end of the opposite team's line. Played this way, players won't always play the same opponent.
2. Instead of dribbling around the cone before shooting, have the player pass to each of his teammates.

TITLE: Shootout
NUMBER OF PLAYERS: 2 - 20
PLAY AREA: Any large play area
EQUIPMENT: 2 foam balls for every 3 players
FORMATION: Scattered
PROCEDURE:

1. This is a 'one on one' dodgeball game.
2. Divide the class into groups of 3s and number the players 1,2,3.
3. Player #1 stands out of bounds as a referee.
4. Players #2 and #3 each take a ball and stand across the area from each other.
5. There are no restrictions on movement or throwing as the players try to hit each other with the **FOAM** balls.
6. Once a player is hit, the game is over and player #2 is the next referee while #1 and #3 play.
7. All groups play at the same time, but players are only playing with their own group. However, a player may use players from other groups as screens.

VARIATIONS:

1. Each game lasts a set time (example @ 1 minute) and count the number of hits.

TITLE: One on One Touchdown
NUMBER OF PLAYERS: 3 - 4 per group
GRADE LEVEL: Upper elementary
PLAY AREA: Large gymnasium or grassy area
EQUIPMENT: 1 football per group; 2 markers to mark end zones and 1 starting line for each group.
FORMATION: Each group has an area marked off. The end zone is 20 to 25 ft. wide and 15 ft. deep and the starting line is 30 ft. from the end zone. Player #1 stands on the end line and player #2 takes the football and stands on the starting line.
PROCEDURE:

1. The player on the starting line says "set" and the player on the end line says "go".
2. Player #2 (runner) tries to run into the end zone without being tagged.

TITLE: No Defense Football
NUMBERS OF PLAYERS: 3 per group
GRADE LEVEL: Upper elementary
PLAY AREA: Any large play area
EQUIPMENT: 1 foam football for every 3 players. Markers for end zone and scrimmage line.
FORMATION: Groups lined up along the scrimmage line 10 yards apart.
PROCEDURE:

1. Divide the class into groups of 3 and each group into three positions, center, quarterback, and receiver.
2. On the quarterback's signal the center hikes the ball, the receiver runs the chosen pass pattern, and the quarterback throws the pass.
3. The receiver catches or picks up the ball, runs into the end zone and then runs the ball back to the new center.
4. Rotate the quarterback to the center, the center to the receiver, and the receiver to the quarterback.
5. Repeat #s 1 - 5.

VARIATIONS:

1. Set a time limit and see how many touchdowns the team can score.
2. Have teams compete with the teams next to them.
3. Add a defensive back into the rotation.

TITLE: Ultimate Keep Away
NUMBER OF PLAYERS: 4-6 per game. The number of games depend on the space and the number of students.
GRADE LEVEL: Upper elementary
PLAY AREA: Any large open area (inside or outside)
EQUIPMENT: One 8 1/2" playground ball per group
FORMATION: The area should be divided into courts, approximately 25' by 25', with 4 to 6 players in each court.
PROCEDURE:

1. Divide the class into groups of 4, 5, or 6.
2. Divide the groups into teams A and B.
3. The game begins with one team taking the ball out of bounds.
4. The offense tries to score points by completing passes to their teammates. The defense tries to block or intercept the passes.
5. An incomplete or intercepted pass results in an immediate possession by the defensive team. This is the only way for the defense to take possession of the ball.
6. No contact is allowed and players fouled get possession of the ball.
7. Players with the ball may not travel (this is not a strictly enforced rule). Players who travel are asked to move back to their original point of possession.

8. The first team to score ten wins and the game starts over.

VARIATIONS:

1. Use another object (football, yarn ball, frisbee, deck tennis ring).
2. Have the offensive team keep possession for one minute and count their catches and the defense's interceptions. The offense takes the ball out of bounds after an interception.

TITLE: Cars and Tanks
NUMBER OF PLAYERS: 20 or more
PLAY AREA: Any large space
EQUIPMENT: One foam ball or balloon for each player
FORMATION: Pairs scattered
PROCEDURE:

1. Scatter foam balls or balloons over the play area.
2. Player A stands behind player B and A puts his hands on B's shoulders. B shuts his eyes and puts his hands up bent at the elbows, palms pointing forward.
3. A slowly pushes B to drive him like a car, avoiding other cars and all balls or balloons on the floor.
4. Any time a car or driver touches anything (ball, balloon or person), driver and car switch places.
5. When the leader shouts "tanks", the front player becomes a tank and may with the help of the driver pick up a balloon or ball to toss at other tanks. The tank is blind (eyes shut) so the driver must shout "fire" when there is another tank within range.
6. Any tank hit must switch roles (tank and driver).

TITLE: Sculptures
EQUIPMENT: None, or lots it depends on the Artist
DESCRIPTION: Players get in pairs and one player is the sculptor and the other is the clay. After gently softening the clay (massaging and patting the back) the sculptor makes the clay into the most interesting work he can design (in one minute). The clay does the best job possible of holding still in any position the sculptor designs. After waiting a few seconds to admire his work the artist says "1,2,3,4,5, your alive". The roles are now reversed.
VARIATIONS:

1. Break out the hoops, discs, golf tubes etc. and make that sculpture really interesting.
2. Once the product is finished, bring it to life by moving one joint (elbow) a few times and you've created a toy. You are now a Toy maker.

NAME: Hoop the Hoop
EQUIPMENT: 3 to 5 plastic hoops
DESCRIPTION: Players join hands and form a circle. Two players release hands and join hands again with their hands through a hoop. The hoop is moved around the circle with each player going through the hoop without releasing hand grips.
VARIATIONS:

1. Use more than one hoop.
2. Every one sit down.
3. Send one hoop clockwise and one counter clockwise.

NAME: Group Bag Juggle and Hacky Bag
EQUIPMENT: 10 to 20 plastic bags
DESCRIPTION: Form a circle and toss and/or kick the plastic bags around the circle. Use two colors of bags, kick one color and toss the other. Every 30 seconds or so call for a direction change.

MORE GAMES TO PLAY WITH

GEMO; OCTOPUS; THE BLOB; SNAKE IN THE GRASS; FRANTIC; EVERYBODY's IT; HIGH FIVE TAG; HUG TAG; CLAM FREE; TRIANGLE TAG.

SOMETHING TO THINK ABOUT

The best teacher:
1. Smiles at success
2. Permits approximations
3. Does not lecture

Modified from George Leonard's book: MASTERY

Put Something In IT - by Shel Silverstein

Draw a crazy picture,
Write a nutty poem,
Sing a mumble-gumble song,
Whistle through your comb.
Do a loony-goony dance
'Cross the Kitchen floor,
Put something silly in the world
That ain't been there before.

RESOURCES:

Fluegelman, Andrew, The New Games Book. Doubleday and Company, Inc. Garden City, New York, 1976.

Fluegelman, Andrew, More New Games! Doubleday and Company, Inc. Garden City, New York, 1981.

Foster, E.R., Hartinger, K., Smith, K.A., Fitness Fun. Human Kinetics Publishers, Champaign, Illinois, 1992.

Lefevre, Dale, N., New Games For The Whole Family. Perigee Books, New York, 1988.

Kuntzleman, Charles and Beth, and McGlynn, Michael and Gail, Aerobics With Fun. AAHPERD, 1900 Association Drive, Reston, Virginia, 1991.

Maguire, Jack, Hopscotch, Hangman, Hot Potato, and HA HA HA: A Rule Book of Children's Games. Simon and Schuster, New York, 1990.

Nelson, Kevin, Pickle, Pepper, and Tip-In, Too. Simon and Schuster, New York, 1994.

Orlick, Terry, The Cooperative Sports and Games Book. Pantheon Books, New York, 1978.

Orlick, Terry, The Second Cooperative Sports and Games Book. Pantheon Books, New York, 1982.

Rdhnke, Karl, Silver Bullets. Project Adventure, Inc., Hamilton, Massachusetts, 1984.

Weinstein, M. and Goodman, J., Playfair. Impact Publishers, San Luis Obispo, California, 1980.

MUSIC

Puckett, Don, It's The Kids That Count (activity tape)
The Summit School
2100 Reynolds Road
Winston Salem, North Carolina 27106
(919) 722-2777

DISNEY TITLES

For Our Children
For Our Children in Concert
Sebastion
Sebastion Party GRA
Little Richard, Shake It All About
Simply Mad About the Mouse
Country Music For Kids

Children's Folk Dance Festival, 1993
Indianapolis Department of Parks and Recreation

RAFFI

More Singable Songs and Everything Grows

VIDEOS

Country Line Dances for Children -Diane Horner
Juggletime - Jugglebug
Fun House Swamp Stomp and Fun House Funk - Jane Fonda

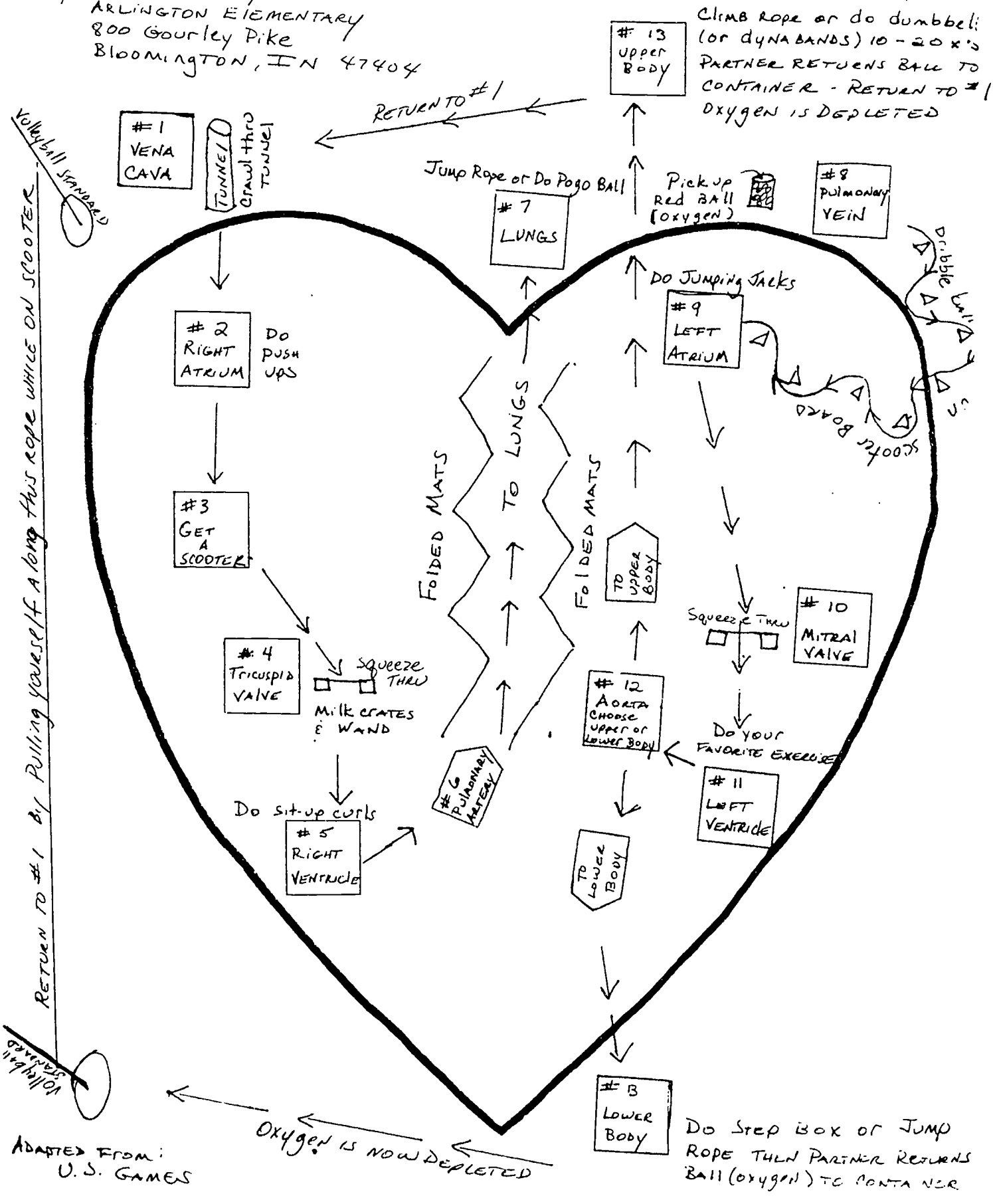
THE HEART OBSTACLE COURSE

Felice Cloyd

Monroe County Community School Corporation
Bloomington, Indiana

THE HEART OBSTACLE COURSE

By: Felice Cloyd
Arlington Elementary
800 Gourley Pike
Bloomington, IN 47404



Adapted from:
U.S. Games

BEST COPY AVAILABLE

FITNESS FUN FOR EVERYONE

Kathy Dean

Wayne Township School Corporation
Indianapolis, Indiana

FITNESS FUN FOR EVERYONE!

In this activity session, we will be discovering and using lots of different equipment that will spark fitness fun for all ages. The primary focus is on the middle school student, but this workshop will be adaptive to **ALL** ages, preschool through seniors, as well as a mixture of ages for a family type program.

Objectives:

1. Provide innovative fitness fun for everyone using "adult" fitness equipment.
2. Provide basic guidelines for teaching/using equipment safely.
3. Allow participants to be the "student".
4. Allow time to make-up/take-home/share/create your own ideas.
5. Provide resources for further learning and purchasing of equipment and ideas.

"SLIDE" INTO FITNESS FOR KIDS

I. SLIDE Training Safety Guidelines

1. Choose a slide with end ramps that angle out and a decelerating/push off bar at the end ramp.
2. Approach the slide from the back, both feet on the end ramp.
3. Center weight over feet.
4. Keep knees aligned with toes all the time. Knees should never extend past the toes.
5. Keep hips squared and aligned with torso and shoulders.
6. Keeping slight bend in knees, push down and toward side from the ramp.
7. As you slide, control speed by dragging trail leg, creating friction as you slide.
8. For most basic sliding techniques, bring trail leg to a closed position before sliding back.
9. Until you are comfortable, keep eyes on board; eventually learn to keep head in neutral position with eyes forward.
10. Move on to more difficult movements and/or add arm movements when proficient with basic slide moves.
11. When doing variations, lifts or touches, stabilize and balance yourself on ramp before initiating the additional movement.
12. Always warm-up and cool-down appropriately.

II. Universal SLIDE Terminology from IDEA TODAY, March "95, Candice Copeland - Brooks and Douglas Brooks, MS

1. Leg positions

   a. trail leg - in contact with end ramp and initiates slide motion with a push off
   b. lead leg - farthest from end ramp when sliding and acts as a stabilizer during the glide

2. Body positions

   a. front position - facing forward, one foot in contact with end ramp
   b. end position - stand with toes in contact with end ramp
   c. center position - centered on slide, facing front

3. Stances

   a. upright stance - stand erect, knees slightly bent, hands on hips, upper thighs or behind back, shoulders over hips
   b. athletic stance - lend at hips and knees lower than in upright, hands on thighs

"STEP" INTO FITNESS FOR EVERYONE!

III. **STEP Training Safety Guidelines**

1. Stay in the center of the STEP
2. Eye the STEP keeping neck in neutral position
3. Maintain proper knee alignment; soft knees; follow the less than 90 degree flexion rule
4. Support the lower back with proper spinal alignment and abdominal contraction
5. Head, shoulder, hips, knees and toes point in the same direction
6. Do not use fast, jerky, out-of-control movement
7. Never stop moving suddenly. If fatigued, lower intensity level, go to a basic step or march on floor, keep moving
8. Transport the STEP safely; use your legs not your back to pick up and carry
9. Wear proper supportive shoes and lightweight, nonbinding clothing
10. Warm up and cool down properly
11. Music should be 118 to 124 BPM

IV. Universal STEP Terminology

1. Basic STEP: R, L, alternating
2. V-Step: R, L, alternating
3. Tap up, tap down
4. Lift steps: kneelift, front heel, leg curl, kick, side/back press
5. Repeaters (2, 3, 5)
6. Turn Step
7. Over the top (over the bridge)
8. Across the top
9. Straddle down/up
10. Lunges (side, back)

V. Effective Cueing

1. Timing-count down
2. Advance warning - what's coming next
3. Use of three types of cueing

    a. verbal (auditory, describe)
    b. visual (demonstrate, hand signals)
    c. kinesthetic (practice, do it)
4. Be concise and consistent

VI. Types of STEP and SLIDE training adaptive for everyone

1. Circuit training

    a. cardiovascular circuit training
    b. strength circuit
    c. movement/sports circuit
    d. combination of anything!

2. Class to music: Top 40, funk, nursery rhymes, etc.

    a. step and/or slide for each child
    b. partner step
    c. double step
    d. step/slide/dance aerobics
    e. step/slide/interval
    f. circle step/slide
    g. relay step
    h. interval step circuit
    i. obstacle course

3. Strength training

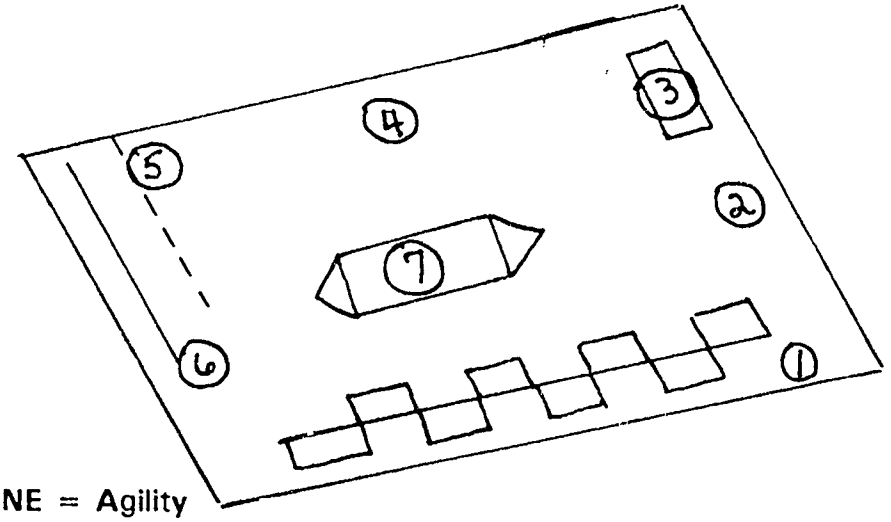
   a. Lower body

      1) squats
      2) abdominals
         a) step incline
         b) step flat
         c) bench reverse curls
         d) slide abdominals
      3) inner thighs

   b. upper body

      1) push-ups on bench: modified front
      2) push-ups on bench: reverse
      3) push-ups on bench: advanced
      4) push-ups on slide
      5) flys lying on bench
      6) tricep extensions on bench
      7) on one knee: rows, curls, flys
      8) sitting: rhomboids rows curls

MOTOR SKILLS CIRCUIT



STATION ONE = Agility

Equipment: mats, carpet squares, bases or anything similar

Set up: place several mats in a checkerboard fashion (see illustration). Face forward and hop with both feet square to square, alternating jumps right and left.

Variation 1: Facing the wall to the right side of the mats, hop through keeping toes facing the right wall. Student will be alternating backwards and forwards jumping moving left.

Variation 2: Reverse of variation 1: toes facing left wall and student moving to their right.

Variation 3: Student hops through the agility maze backwards.

STATION TWO = Balance

Equipment: stopwatch (optional)

Set up: Stand on one leg, placing the opposite leg on the inside of the standing knee = stork stand! Place hands on hips and balance for 10 seconds without moving the foot on the floor. Repeat with the other leg.

Variation 1: perform the same task with eyes closed!

STATION THREE = Power

Equipment: stable platform, bench, or step for performing propulsion movements on.

Set up: facing platform, step up with the right foot, push off the right foot using a propulsion move and land on top with both feet together, counted as a step - hop - together or "one, two, three hold four". Step down off bench right foot then left and repeat 4 times. Repeat 5 times on left foot.

STATION FOUR = Coordination

Equipment: volleyball

Set up: Using the volleyball and the dominant hand first, bounce knee high five to ten times without stopping. Repeat with the non-dominant hand.

Variation 1: Bounce two balls, one in each hand, at the same time at least 3 bounces without losing control.

STATION FIVE = Speed

Equipment: 3 parallel lines on the floor, about 7 - 10 feet apart.

Set up: Student straddles the center of the three lines and faces a leader (another student). The leader points right or left and the player runs quickly in the direction indicated to the outside line. Repeat several times then switch leader/participant positions.

STATION SIX = Reaction Time

Equipment: small bean bag for each participant

Set up: Bend arm with the elbow high and upper arm parallel to the floor, hand above shoulder and palm up. Place bean bag on the forearm near the elbow. Quickly extend the forearm and try to catch the bean bag with the hand. Repeat 3 times each arm.

STATION SEVEN = Agility, coordination, power, balance

Equipment: slide with slide socks

Set up: place slide socks over tennis shoes and slide bumper to bumper using a speed skating movement. Hands can be free or on waist. Remember to emphasize that the movement on the slide is a force that presses down into their feet instead of a true lateral movement side to side. The force pressing down into their slide will give more control when used with a lift or "squeeze" standing up at the end of the bar.

BENCH ACTIVITIES FROM AEROBICS WITH FUN

Bench Tag

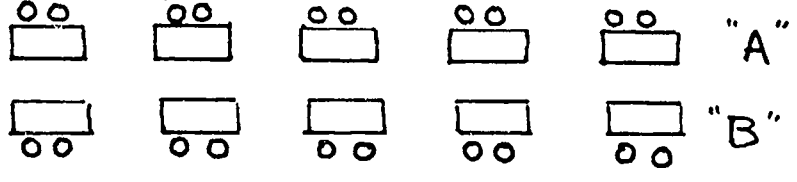
Set up: 5 - 6 benches parallel and approximately 10 ft. apart.

Play:

1. One person "It".
2. Players stand between benches and "It" stands at front of benches.
3. On "go", "It" must tag others by chasing them around the benches.
4. No one is allowed to jump over benches.
5. To be "safe", players step up and down on the benches.
6. When "It" tags someone, the game is restarted and the new "It" goes to the front of the benches for the start of the next game.

Follow Your Partner

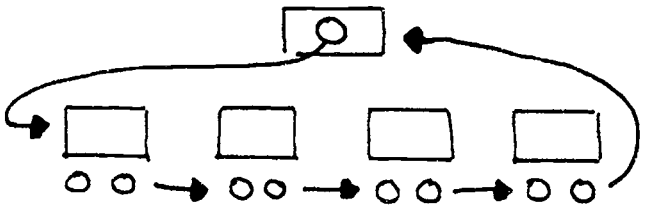
Set up: 10 benches in pairs facing each other about 5 feet apart, 2 participants per bench.



Play:

1. On signal, group "A" starts exercising using the bench.
2. Their partner in group "B" must try to mirror exercises that group "A" is doing. Switch leaders.

Variation: Switch partners and/or places.



Moving Leaders

Set up: One bench at front of gym and rest of benches in line(s) facing lead bench. Can use two people per bench.

Play:

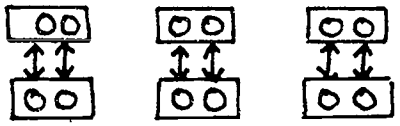
1. At the start of the music, leader "leads" class in an exercise.
2. On signal (possibly every 30 seconds to 1 minute), person from farthest righthand side of bench becomes leader.
3. Everyone moves one PLACE to the right.
4. Ex-leader returns to farthest lefthand side of benches, moving counterclockwise.

Variations:

1. One person per bench
2. Move clockwise
3. As soon as the exercise begins, new leader-to-be runs to take lead position; As soon as that position is filled, everyone following moves one place to right (or left).

PAPER PASS

Set up: five pairs of benches approximately 10 ft. apart. Participants face their partners. Paper ball or nerf ball for each pair.

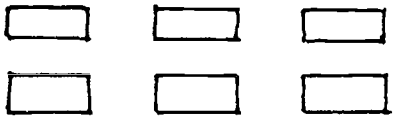


Play:

1. At the start of the music, partners step up and down on their benches.
2. Partners pass paper or nerf ball back and forth, passing only when on tops of bench.
3. If ball is dropped, pair must job, skip, hop, walk backwards, etc. around gym once and return to bench.
4. Change partners and/or benches often.

Paper War

Set up: Two even teams, two players per bench, team 1 benches lined up facing team 2 benches. 2 paper balls or nerf balls per player.



Play:

1. Everyone steps up and down on benches facing each other.
2. On signal, players throw their paper balls to the other team's side. Can only throw from the **TOP** of the bench.
3. Players run and retrieve paper balls, step up onto bench and throw again.
4. After 2 minutes, leader calls/whistles "STOP". No more paper balls can be thrown.
5. Team with the most paper balls on its side must retrieve all the paper balls.

Seek and Meet

Set up: Several benches in a circle, square or parallel lines. Students walk around perimeter of benches.

Play:

1. Leader asks "Find someone with . . . ." ; examples:

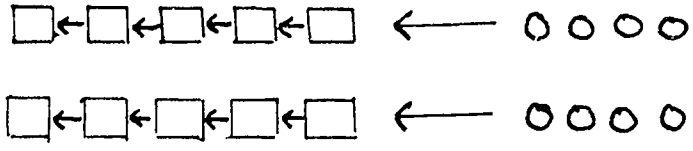
   a. same color eyes as you
   b. same color shoes as you
   c. same birthday month as you
   d. first (or last) name first initial as you
   e. likes the same junk food as you
   f. likes same sport as you

2. When players pair up, they find a bench and step up and down on it, either side-by-side; end-to-end: facing each other.

3. If players cannot find a partner to match them, they take whomever is left over.

Snowshoe Obstacle Course

Set up: 5-6 benches in a horizontal pattern approximately 10 ft. apart. Each player gets 2 pieces of paper. Divide the players into even teams.



Play:

1. On signal, first person on each team places piece of paper under his feet and snowshoes to the first bench.
2. Upon reaching first bench, picks up "snowshoes", goes over the bench, puts snowshoes back on and continues in the same manner.
3. Once over last bench, player snowshoes back to start.
4. Can play so that as soon as front player goes over first bench the next player leaves or can play in a relay fashion.

Step Tag

Set up: Place 2 - 4 benches in one corner of the room. Choose 2 - 3 players to be "It", depending on the size of the group.

Play:

1. Those who are "It" must try to tag the others.
2. If tagged, player must go to the bench and do a basic step up and down 50 times, then they can return to the game.

Step and Shake

Set up: benches in vertical line(s); students pair up, one on each side of bench.

Play:

1. Start with a basic step
2. On signal, or after 8 counts of music, partners step up and shake right hands, step down
3. Partners step up and shake left hands, step down
4. Partners step up and shake both hands, step down
5. Everyone moves one place (on bench) to the right
6. Players at end move around to other side

RESOURCES

ACSM, American College of Sports Medicine, 401 West Michigan, Indianapolis, IN 46206-1440, (317) 637-9200.

ACE, American Council on Exercise, 5820 Oberlin Drive, San Diego, CA 92121-3787, 1-800-529-8227.

FitBall, 1129 Pearl Street, Boulder, CO 80302, 1-800-890-2255.

Fit Kids, P.E. to Music, P.O. Box 61374, Seattle, WA 98121, (206) 742-1794.

IDEAS FOR ACTION: Award Winning Approaches to Physical Activity, Sporting Goods Manufacturers Association, 200 Castlewood Drive, N., Palm Beach, FL 33408 (407) 842-4100.

International Kids Fitness Alliance, 12708 Catriona Court, Richmond, VA 23233, (804) 360-4285.

IDEA, International Association of Fitness Professionals, 6190 Cornerstone Court East, Suite 204, San Diego, CA 92121-3773, 1-800-999-4332, Ext. 7.

Kidsports, 240 Pennsylvania Avenue, Sinking Spring, PA 19608, (215) 678-8947.

Kreis, Doc and Frank Costello, Sports Agility, 1993 and Costello, Frank, Bounding to the Top, 1986, Taylor Sports, P.O. Box 23028, Nashville, TN 37202.

Kuntzleman, Charles, Beth, Michael and Gail McGlynn, Aerobics With Fun. Fitness Finders: Spring Arbor, MI 49283.

NIKE Network workshops, One Bowerman Drive, Beaverton, OR 97005-6453,
1-800-818-9960.

"Reebok Instructor News", Volume Six, Number Three, 1993 Reebok Professional Instructor Alliance, #100 Technology Center Drive, Stoughton, MA 02072.
Slide Reebok and Step Reebok available at Dunhams, Finish Line, Foot Locker and J.C. Penneys in the Indianapolis area.

YMCA of the USA, 101 North Wacker Drive, Chicago, IL 60606, 14th Floor,
1-800-8729622.

For further workshops, trainings, family programs in wellness please feel free to contact:

Kathy Dean, BA, MS
Wellness Specialist
7809 Golden Pond Court
Indianapolis, IN 46278
(317) 852-0075

STATION WORKOUT

Setup:
cardiovascular stations
strength stations
2 cardio stations to 1 strength station OR
alternate 1 cardio, 1 strength
allow 2-3 minutes per station

Equipment: station signs explaining activity
steps
jump ropes
tubing (exerTubes by Spri 800-222-7774)
dumbbells
rebounder
whistle
mats
music/boom box

Circuit Format:

warm-up - as a group	5 - 7 minutes
circuit - 2 per station	20 - 55 minutes
warm-down - as a group	5 minutes

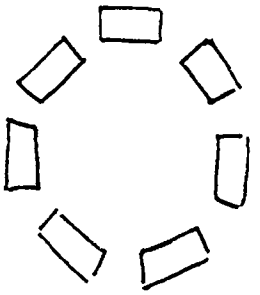
can include an abdominal workout and a final stretch

CIRCUIT STATIONS:

Cardiovascular Stations	Strength Stations
slides	side leg lifts (abductors)
double/partner step	lateral arm raises (deltoids)
jump ropes	lunges (can use bench) (quads)
rebounder	lat pull downs (can use tubing)
stair climbing	tricep kickbacks
jumping jacks	push-ups (triceps/biceps/pecs)
partner resistance run (using rope or tube)	bicep curls
	wide squats (quads/gluteals)
speed stepping	heel raises using bench (calf)
bench stepping	partner tubing/manual resistance using towel
favorite aerobic move	
sprint/walk	side lunges from bench (quads)

CIRCLE STEP OR SLIDE

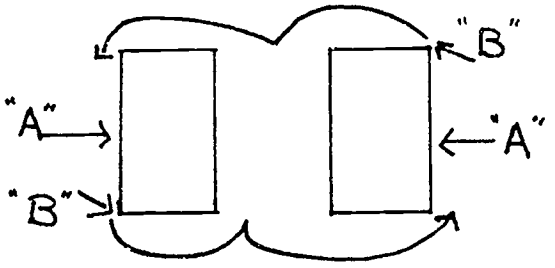
Possible Setups:



1. Can use one bench/slide per student
2. Alternate bench, slide, bench, slide in circle
3. Enough benches for half class, other half class jumps rope in center circle or jogs around outside circle

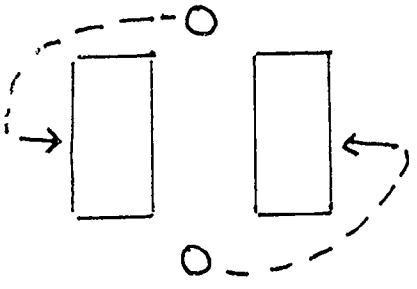
DOUBLE OR PARTNER STEP

Combination #1:



A. 2 basic L, 2 knees right
   2 basic R, 2 knees left
B. 3 repeater kneelifts over the top os both benches (8 cts.)

Combination #2:



A. "V" step on short end of bench, partners facing (8 cts.)
B. walk around to right or bench and 3 basic right leads on long end of bench walk around to right of bench
   *both lead with right and move to right
C. repeat "A" but will be on opposite side of bench from where you started

HOKEY POKEY BENCH

Basic R 4 X: "Right hand in, right hand out, right hand in and shake it all about"
"Do the hokey pokey": walk around bench in 8 cts.
march in place and clap 3 x OR 2 jumping jacks

HOW TO ORGANIZE A "HEALTH AND FITNESS WEEK" IN YOUR SCHOOL

Mandy Farlow-Davis

Cloverdale Elementary School
Cloverdale, Indiana

The purpose of Health and Fitness Week is to highlight the values of healthy lifestyles for all. Here are some tips for developing this special week in your school.

1. Talk to all people involved to make sure schedules don't conflict.
2. Make a list of topics for each grade level.
3. Coordinate at least two speakers for each grade level, some speakers may speak to two grade levels on same day.
4. Call speakers to secure verbal arrangements. Send a written confirmation note informing speakers of the time, date, location, who to report to, and brief description on what you would like them to speak about.
5. Double check to make sure that speakers do not interfere with other schedules that can not be adjusted.
6. Coordinate written schedule. Be flexible and try to arrange for all speakers to present in the mornings. Large all school convocations and physical activities should be scheduled in afternoon.
7. Give teachers the Fitness and Health Week schedule at least one week early.
8. List suggested activities for classroom teacher to include. Make it clear that these are activities to do only if their schedule allows.
9. Put written notices out to students/parents, the community, and local newspaper. Arrange for the media to visit and take photos or film that week.
10. Confirm times and dates with all speakers and guests one week prior to the event.
11. Speak to the school nurse, school counselor, speech teacher, librarian, and other special teachers about possible involvement.

- **School Nurse**
  If her schedule allows, ask the nurse if she could do the following services for the faculty and staff: blood pressure checks, secure a cholesterol screening machine from a local hospital, have health forms checked to make sure they are updated, vision screenings. **If a school nurse is not available, check the local hospital to see if a staff member could do health screenings for faculty and staff.
- **School Counselor**
  Mental health lectures or suggested games
- **Speech Teacher**
  Hearing screenings for faculty and staff
- **Librarian**
  Coordinate curriculum so children in school are reading books to do with fitness and health issues.
- **Special Teachers**
  If the art, music or physical education teachers rotate to class as a block in the grade level, teach the Heimlich Maneuver to them and have the other special teachers assist.

12. Make sure that the office staff has a schedule and that they know where to send speakers.
13. Get addresses and send a personal Thank-You to each speaker.

SUGGESTED SPEAKERS FOR HEALTH AND FITNESS WEEK

1. Area university faculty may include the Psychology Department, Sociology Department, Physical Education Department, Health Department, Science Department.

2. Wellness coordinators from area hospitals. The coordinators will be able to direct you to hospital staff that may be appropriate speakers. Ask for physical therapy and dietary specialists.

3. Any fitness, sport or health related occupation in the phone book.

4. College coaches can give clinics during the day, as well as, motivation speeches. Professional athletes may be reached through the public relations department.

5. Try to have one all school convocation with a major speaker. Some examples I have used in the past include, Chris Hearne, Guiness Book World Record Holder for jump rope; Landon Turner; Harlem Globetrotter Haley Bryant; Cheryl Schlich, former American Gladiator who now has her own cable fitness show; rhythmic gymnastics group from Carmel IN; Indy Air Bears jump rope team; a local karate school.

6. Indianapolis Public Library or local branch for a list of speakers.

ADDITIONAL IDEAS FOR SPEAKERS

1. Call the local hospitals and ask for the community relations department and locate a physical therapist to speak to the second graders on the muscles in their body.

2. Have a local chiropractor speak to the third graders on the bones and movement in their body. He or she may bring a hanging skeleton that adds to the visual demonstration, plus a bone that is arthritic. You may be able to access the local universities for anatomy or physiology professors to speak.

3. Aerobics - contact the YWCA or health spa or a parent to lead the grade level aerobics. I do grades 1 & 2; then 3 & 4.

4. Contact fire departments for first aid speakers. The art and music teachers help me do the Heimlich maneuver with grades 1 - 4. We meet during the time that they rotate to us by grade levels and we meet in one room during that grade level rotation. I very quickly explain and demonstrate the maneuver. After that we divide the kids up and go to different rooms to practice. I have the EMT people explain and demonstrate to the 5th and 6th grades during their grade level rotation to special class (art, music, physical education) about burns, ankle injuries, and shock. Then each grade level divides up into 2 groups during their 40 minute special class session. At one station they explain how to treat shock and burns and the next station they do ankle wraps with elastic wraps they bring in themselves; they work in partners at that station and wrap ankles.

5. Judy Rose from the Indiana Department of Health does the 5 day nutrition program with the 4th graders. The cafeteria participates by preparing ahead of time the vegetables necessary for the lecture. Her number is (317) 244-5570.

6. Sheriff Paul Lombardo - Indiana High Supreme Court Sheriff speaks to the 5th graders on the judicial system and consequences of certain juvenile actions. (I have mental health lectures also) His number is (317) 232-2570.

7. Access the local university track coach (mens or womens) to come and do some field event demonstrations inside, such as the triple jump with the 5th and 6th graders and sprint running drills. I try to have them bring people who are well known athletes such as Holli Hyche from Indiana State who qualified for 2 events in the olympics. We do this on the same day as the lower grades do the aerobics, it also takes place during their special rotation.

8. Chris Hearne-World record holder in jump rope charges a fee. We use him for a all school convocation. His number is (317) 882-6470.

9. There is a new game to play that is great for the eye, hand coordination called Zoogling. This guy who developed the zoogle stick will stay all da, and have each grade level rotate to him and do this with the kids, he brings his own sticks. The way it is at no cost is if you agree to offer the sticks to be sold at your school. I sold them for 3 days before school and sold all of them. It's a lot of fun. Willy Caudill, (317) 293-9363.

10. Call Gold's Gym for body builders for the 5th and 6th graders and have a male and female come. The male speaks to the boys and the female speaks to the girls. They talk about proper stretching in relation to any type of weight lifting. They express to the kids that only very few things should be done at their age and to not start that stuff until older. The kids like it because it shows them visually what muscles can actually look like and strength they can have.

11. Call the local university to give a one day mini basketball clinic since it is so popular in Indiana. I have them do this during their special time.

12. Contact the Veladrome to bring in some Olympic bicyclists that reside in the Indianapolis area. Contact Nelson Vails, 317-283-7122 or veladrome # 926-8356.

13. Have an all school convocation demonstration of karate with youth.

14. Rhythmic Gymnastics resides in Indianapolis, that would be a unique demonstration of a unfamiliar sport. Contact USA Gymnastics, 317-237-5050.

15. I had Landon Turner come and speak and thought about bringing a wheelchair basketball demonstration this year. Landon is listed in the Indianapolis phone book.

16. Hallie Bryant (former Harlem Globetrotter) came to demonstrate and that was real fun. He is listed in the phone book also.

Most of these people will come for free or mileage. Some charge a normal school convocation fee. Good luck and please call if you have questions. I am free from 9:40 -10:20 a.m. or at home at (317) 856-5202.

SUGGESTED CLASSROOM ACTIVITIES

1. Ask teachers to remind students to wear their exercise clothes all week, teachers included.

2. Collect food coupons from kids two weeks in advance. During health and fitness week, the kids shop for most nutritional food from the coupons. Students glue coupons on construction paper to display. Have students choose the most nutritional display.

3. Ten minutes before regular classes begin, students do some type of exercise next to desks. The classroom teacher should lead or use a student leader. Lower grade teachers have used Chicken Fat record and Mousersize recordings.

4. Make arrangements with the art teacher to coordinate the art curriculum that week to have students do health and fitness art projects.

5. One week before, allow children to draw health and fitness pictures to be placed on walls outside classroom so school has the visual spirit.

6. Be sure all students take home a Heimlich Maneuver handout. The Red Cross will make these available. Stress to children to have the parents post it in the home.

7. Students could bring in news articles or magazine which could be placed on hallway walls. Teachers could take class around for students to take notes and write essay on the articles they read.

FITNESS WEEK SCHEDULE

First Grade
Monday - 12:00 - 12:30 - Heimlich (music room)
Tuesday - 1:00 - 2:00 - Rhythmic gymnastics convo (gym)
Wednesday - 9:30 - 10:00 - Indy air bears convo (gym)
Thursday -
Friday - 8:45 - 9:40 - Jana Kissel, 1:45 - 2:30 - aerobics with Carrie

Second Grade
Monday - 12:35 - 1:05 - Heimlich (music room)
Tuesday - 1:00 - 2:00 - Rhythmic gymnastics convo (gym)
Wednesday - 9:30 - 10:00 - Indy air bears convo (gym)
Thursday -
Friday - 8:45 - 9:40 - Jana Kissel, 1:45 - 2:30 - aerobics with Carrie

Third Grade
Monday - 1:00 - Dr. Stark (computer room)
Tuesday - 1:00 - 2:00 - Rhythmic gymnastics convo (gym)
Wednesday - 9:30 - 10:00 - Indy air bears convo (gym)
Thursday - 1:10 - 1:40 - Heimlich (music room)
Friday - 1:05 - 1:45 - aerobics with Carrie (gym)

Fourth Grade
Monday - 10:20 - 11:00 - Mr. Gomez first aid (gym)
Tuesday - 9:00 - 10:00 - Rhythmic gymnastics convo (gym)
Wednesday - 9:30 - 10:00 - Indy air bears convo (gym)
Thursday -
Friday - 1:05 - 1:45 - aerobics with Carrie

Fifth Grade
Monday - 9:00 - 9:40 - Mr. Gomez first aid (gym)
Tuesday - 9:00 - 10:00 - Rhythmic gymnastics convo (gym)
Wednesday - 9:30 - 10:00 - Indy air bears convo (gym)
Thursday - 9:00 - 9:40 - Tim Reha Track - 12:45 - 1:30 - body builders (Jeff Marcum) B-computer room G-classroom
Friday -

Sixth Grade
Monday - 8:15 - 8:55 - Mr. Gomez first aid (gym)
Tuesday - 9:00 - 10:00 - Rhythmic gymnastics convo (gym)
Wednesday - 9:30 - 10:00 - Indy air bears convo (gym)
Thursday - 8:15 - 8:55 - Tim Reha Track - 1:45 - 2:30 - Body builders (Jeff Marcum) B-computer room, G-classroom
Friday -

SAMPLE NEWS RELEASE FOR HEALTH AND FITNESS WEEK

Cloverdale Elementary School participated in a Health and Fitness week that informed and entertained the students in grades K-6. The students and staff members wore warm-ups and clothing during that week to represent the attire needed to exercise more comfortably. The hallways had posters and drawings from students to show what health and fitness means to them. The week long activities included:

1. Jana Kissel - Jana talked to the first and second grades about the muscles and tissue and how it works in their body.

2. Rhythmic Gymnastics Convocation - Students from Carmel Clay Junior High came to show Cloverdale students the sport they practice in a club called Rhythmic Gymnastics. The students danced using equipment such as balls, hoops, clubs, and ribbons to perform with while they did certain stretches, balances and flexibility. Some of these performers went to the Junior Olympics last year.

3. Indy Air Bears Convo - Students from Arlington Elementary School in Indianapolis demonstrated many jump rope techniques that enabled them to place first in the world jump rope skipping competition last fall. Many of our students thought this was their favorite convo of all time.

4. Aercbics - A licensed aerobics instructor did aerobics with 2 large groups K-2 and 3-4 to give the students a activity that works the heart and muscles in a different way.

5. Mr. Gomez - A licensed EMT, Mr. Gomez lectured the 4th, 5th and 6th grades on treatment of cuts, burns, bruises as well as Miss Farlow teaching the students how to wrap with a ace bandage for an ankle injury.

6. Mrs. Williams, Mrs. Irwin, and Miss Farlow - Review the heimlich maneuver to graaes 1-3. The students all practiced.

7. Dr. Stark - A DePauw University professor, talked to the third grades on the bones, tendons, and ligaments in the body.

8. Tim Reha - A DePauw University assistant track coach worked with the 5th and 6th grades on track drills and proper running form.

March 15, 1991

Dear News Media,

Cloverdale Elementary School will be participating in an all school "Health and Fitness Week". The activities are scheduled for March 25-29. I have sent a schedule of speakers and activities for that week.

We welcome you to visit and feel free to take photos. Please accept our invitation. I look forward to seeing you during our special week.

You will need to check in at our office so that we can direct you to the specific activity you chose. I am available from 8:00 - 8:15 and 11:00 - 12:30 each day to answer any questions. See you in late March.

Sincerely,

Mandy Farlow
Physical Education Teacher

March 1, 1994

Dear:

This is just a short reminder of our Cloverdale Elementary Fitness and Health Week. You are scheduled to appear as a speaker on _____. Please be sure to report to the front office so that we may direct you to the proper area. The time listed on this sheet is the time to start the session. Feel free to come at any time you feel you need before you are scheduled in order to set up or warm-up if you are doing a physical demonstration. The students will be ready to go at the time listed above.

Cloverdale has participated in Health and Fitness Week for seven years now and the children get quite excited to experience this each year. I have contacted many of you by phone but if you have any additional questions, please call our school secretary (Loretta) or myself at 795-4339 from 8:00 a.m. - 3:15 p.m. Monday through Friday. Thank you so much for your participation.

Sincerely,

Mandy Farlow-Davis

Directions to Cloverdale Elementary School:

I-70 West to Cloverdale-Greencastle exit (about 25 minutes from Plainfield) go left off the exit about 3/4 mile to flashing red stop light, you will see a sign on left that says Cloverdale Junior-Senior High. Turn left there and go to first 4-way sign and go right, go to next 4-way sign and go left and that road will take you right back to the elementary school, the road winds a little.

FITNESS INFUSION

SKILL DEVELOPMENT PROCESS

Jackie Ferguson

Greenwood Middle School
Greenwood, Indiana

STEP 1: Analyze the activity

A. Basic skills (hierarchy)
   1) Techniques
   2) How used
   3) Common faults-extend, refine, apply
B. Movement skills/patterns
C Basic strategies
D. Communication skills
E. Primary muscles
   1) Strength
   2) Endurance
   3) Flexibility
   4) Injuries
F. Cardiorespiratory activity demands

STEP 2: Design training method

A. Energy system
B. Energy system

STEP 3: Select, modify or design drills

A. Maximize movement
B. Control exercise bout, rest periods, speed/tempo
C. Make game like

STEP 4: Organize lessons to maximize the following:

A. Physical conditioning
   1) Cardiorespiratory
   2) Muscle strength
   3) Muscle endurance
   4) Flexibility
B. Skill development
C. Movement skills/patterns
D. Basic strategies
E. Communication skills

STEP 5: Evaluate lessons (units) for accomplishments

*Outline from Jerre McManama, Ball State University (used with permission)

DATE DAY	SKILL	ACTIVITY	FITNESS MUSCLE	COMMUN-ICATION	STRATEGIES	COMMENTS

COMMENTS

INSTRUCTIONAL STRATEGIES FOR FIT MOVERS, EAGER MOVERS AND INFORMED MOVERS

David L. Gallahue
Indiana University
Bloomington, Indiana

That physical fitness is a topic of continuing interest throughout the world is evidenced by the considerable coverage of the fitness status of children and youth in professional and lay literature. Studies comparing the physical fitness of youth over the past thirty years reveal that American boys and girls are less fit than their counterparts of ten, twenty, or even thirty years ago. Although the validity of these studies in terms of the generalizations made from them has been challenged by some people, it is clear that much needs to be done to improve youth fitness and to heighten public awareness of its vital role in children's total development. The popular belief that children get plenty of regular, vigorous physical activity as a normal part of their everyday routine is no more than a myth for millions of youngsters. Although many adults have a heightened awareness of the benefits of vigorous physical activity, only a limited awareness of this need has trickled down to children. This disgraceful situation can be eliminated if we make the improvement of youth fitness a national priority.

THE CHALLENGE FOR CHANGE

Much of the news about children's fitness is not encouraging. Results of the National Children's and Youth Fitness Study (Ross and Gilbert 1985; Ross and Pate 1987) reveal that over one-third of the children tested were

insufficiently active in their daily lives to derive aerobic benefits. The same study and a soon to be published fifteen-year study of the AAU Physical Fitness Test Data (Updyke 1995) reports that children are fatter and heavier than their counterparts of twenty or even just ten years ago.

Despite these gloomy reports, however, there is hope for the future. Several experts argue that today's children and youth are no less fit now than in previous years (Corbin & Pangrazi 1992). Pangrazi and Corbin (1993, p.14) noted that: "Over the last 40 years, the media have reinforced the idea that our children are unfit. Are American children and youth unfit? Recent research suggests that they are more fit than previously reported." Clearly there is a need for better data before comparisons can be made (Blair 1992). As parents become more concerned about healthful living and begin to improve their personal level of physical fitness, they tend to become more concerned about the fitness levels of their children. Additionally, considerable public attention is being drawn to children's fitness levels. Consequently, there has been considerable grassroots action in local communities across North America that has had a positive impact on raising fitness levels. Moreover, a concerted effort is underway by the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), The National Association for Sport and Physical Education (NASPE), and The President's Council on Physical Fitness and Sports to achieve the important goals of improving children and youth fitness levels and providing quality daily physical education. This may well be our last best

chance to truly make fitness and quality physical education a reality for all. In fact, the U.S. Department of Health and Human Services (1990) has declared physical activity and fitness as the first of twenty-two priority public health goals for the nation to achieve by the year 2000. Two of the twelve objectives of these goals deal specifically with school physical education programs:

"Increase to at least 50 percent the proportion of children and adolescents in 1st through twelfth grade who participate in daily school physical education. (Baseline: 36 percent in 1984-86)." "Increase to at least 50 percent the proportion of school physical education class time that students spend being physically active, preferably engaged in lifetime physical activities. (Baseline: students spent an estimated 27 percent of class time being physically active in 1983)."

CONCEPT: Adoption of long term healthy lifestyle behaviors is the primary goal of the fitness portion of the developmental physical education program.

We need to be realistic, however, in the attempt to implement these objectives. Koslow (1988) noted that in order to achieve the health-related objectives of enhancing aerobic endurance, muscular strength and endurance, and joint flexibility 150 to 200 minutes of activity time would be required per week. Unfortunately, few North American schools have that amount of time available to achieve fitness objectives let alone the important

skill objectives of physical education. It is time to critically reexamine what it is that we are trying to achieve in meeting the fitness objectives of physical education. Blair and Meredith (1994, p.17) say it best:

"Perhaps we should rethink the fitness objective for physical education. Obviously the limitation in instructional time is a factor for consideration. Of greater importance is the question, 'What are we trying to accomplish with the fitness objective?' The primary objective is to equip children and youth with knowledge, attitudes, and skills for making healthy lifestyle choices ---not only as children, but also as adults.... The most important fitness objective for physical education is to help students establish consistent exercise behavior patterns that will be maintained into adulthood."

By becoming knowledgeable movers and eager movers, as well as fit movers, we are helping children establish the important basis for health lifestyle choices and being active movers as adolescents and adults. Fitness is an important objective of the developmentally based physical education curriculum. It is a strand throughout the entire curriculum, not just a unit or single theme. It is a thread present in all that is done in the developmental movement program. Fitness is enhanced through vigorous activity participation in games and sports, dance and rhythmic activities, and gymnastics and self-testing activities.

FIT MOVERS DEFINED

Physical fitness is a positive state of well-being influenced by regular, vigorous physical activity; genetic makeup; and nutritional adequacy. The health status of the individual suggests the upper and lower limits of physical fitness that can be reasonably expected. One's nutritional status can greatly inhibit or enhance the level of physical functioning, and one's genetic structure limits the level of fitness that can be attained. All three factors should be considered in the development and maintenance of children's fitness. *Fit movers* enhance their physical fitness in two broad areas: health-related fitness, and performance-related fitness.

CONCEPT: Fit movers have a positive state of well-being influenced by regular vigorous physical activity; genetic makeup; and nutritional adequacy.

Health-Related Fitness

Health-related fitness is a relative state of being, not an ability, skill, or capacity. Health-related fitness is transient, genetically interdependent, and not directly related to athletic skill. The development and maintenance of health-related fitness is a function of physiological adaptation to increased overload. Therefore, it can be readily altered with use or disuse. Children who are fit movers strive for, obtain and maintain personal standards of health-related fitness that is optimal for their individual level of development.

Performance-Related Fitness

Performance-related fitness is genetically dependent in terms of absolute potential, relatively stable, and closely related to athletic skill. The development and maintenance of performance-related fitness is a function of practice and skill development within broadly defined genetic limits. Children who are fit movers strive for, achieve, and maintain personal standards of performance-related fitness that is appropriate to their individual level of development.

INFORMED MOVERS DEFINED

Children need to be *informed movers* when it comes to knowing about and being able to apply fitness concepts to their own lives (Petray, 1994). Vigorous physical activity is important in childhood because exercise enhances the components of physical fitness. As a result, exercise stimulates bone growth, develops lung capacity, aids in blood circulation, lowers blood pressure, and reduces cholesterol levels. Physical fitness also contributes to a heightened self-concept, improved body image, a sense of personal accomplishment, and self-discipline. It may further contribute indirectly to academic achievement; children are more alert and tend to pay more attention to their classwork when they are physicaliy fit. Furthermore, physical fitness helps children prepare for physical and emotional emergencies and aids in weight control.

CONCEPT: Informed movers understand and are able to apply essential fitness concepts to their daily living.

Independent Exercisers

Children who are informed movers have the essential fitness knowledge and concepts to become independent exercisers. Although daily physical education and daily fitness breaks are a goal to strive for, the reality is that most North American children have an average of only two physical education lessons per week. Based on what we know about principles of fitness training it is essentially impossible to make real fitness gains in such a limited amount of time. Therefore, it is important to adopt a philosophy of educating children in terms of physical fitness, rather than simply training them. As they become educated in to the knowledge and value outcomes of physical fitness children then have the tools to become independent and motivated exercisers.

One way of helping children become independent exercises is through the use of activity calendars. Activity records are distributed to parents by letter, or a handout at a school wide fitness fair. Explanations of requirements for various grade and developmental levels are provided. Personal activity records are posted on the refrigerator at home. Students, with parental assistance, maintain a log of their vigorous activities for the month. At the end of each month the activity records are submitted to the

physical education teacher. Certificates of participation or other appropriate means of positive reinforcement may be given at the end of each semester.

Nutritious Eaters

Obesity and weight problems in children should concern parents and teachers. Because inactivity is a more relevant factor than overeating in childhood obesity, physical activity plays an important role in controlling weight. An obese child has less energy for vigorous activity and leads a more sedentary life. Although the total number of calories consumed by obese children may be no more (and may be even less) than that eaten by non-obese children, they actually gain weight because of their low level of physical activity. Children who are informed movers are also nutritious eaters. They have the knowledge concepts embodied in the Food Pyramid, and are able to translate this knowledge in to action in their daily life eating habits.

Nutrition records are an excellent means of helping children become more aware of the foods that they consume. Like activity records, daily food records may be sent home and with parent assistance serve as a valuable means for educating both children and adults on the essentials of healthful eating.

EAGER MOVERS DEFINED

During their early years, children are usually *eager movers*, willing to participate in vigorous physical activity. Too often it is assumed that, because children frequently participate in play activities during their spare

time, they do not need an instructional program of skill and fitness development. When this attitude is taken, the teacher often neglects to teach movement skills that are necessary for participation in vigorous physical activities. Children will participate in such activities only when they have developed sufficient skills to enjoy participation. By developing their movement skills, children have the "tools" for gaining and maintaining improved levels of fitness.

CONCEPT: Eager movers participate willingly and regularly in sustained vigorous physical activity.

In addition to providing challenging experiences, teachers need to provide a great range of activities. By getting to know students and assessing their interests and abilities, you can plan activities that appeal to children, which is important in preventing experiences that are unsuccessful, frustrating, and not enjoyable. A positive attitude toward participation in vigorous physical activities is essential if children are to remain motivated toward an active way of life (Whitehead, 1994).

Children are generally positively motivated to engage in physical activity when they see someone they look up to being active. To this end, incorporating a "Principal's Weekly Fitness Walk" in to your school may help children become more eager movers. Students through good behavior, outstanding performance or some other form of achievement earn the

opportunity to take a power walk with the building principal. This serves as a novel but effective means of helping convey the concept that fitness is for everybody. It also serves as a means of promoting habitual physical activity.

Active Movers

Physical fitness is accomplished through regular, systematic, intense participation in vigorous activities. Some activities contribute more to one aspect of fitness than others. Therefore, it is important to provide a variety of activities that interest children and motivate them to exercise regularly. Have a planned program and do not leave physical activity to chance. Activities that can be performed for a few minutes or for a long period of time, with others or alone, are all important in planning fitness-building activities that children can do at home. It is helpful to give the children fitness challenges that they can practice or perform after school hours.

Playful Movers

With children, it is essential that you minimize the mind-dulling and often boring repetition of physical exercise. The more fun and game-like the activities are, the easier it will be to motivate children. Remember that with children "give it a name and make it a game." In other words, modify the fitness activity to resemble a game or vigorous play activity to maximize participation and encourage compliance. For example, with younger children you may take advantage of their vivid imaginations and turn your fitness activities for the day into a story play such as a bear hunt, trip to the moon,

or day at the circus. With older children you will be successful if you introduce personal record keeping; cooperative and vigorous, game-like fitness sessions; and aerobic dance activities.

Partners With Parents

Another area in which you can have an influence is that of parent education. Many parents are concerned when their child is not physically active, but they frequently do not know what to do to help. Also, many parents have lost or have never developed habits of regular, vigorous physical activity. A trained physical educator can establish programs in which interested parents attend sessions to learn more about children's physical development, how to develop a family fitness program, and helpful fitness-building activities. Operating alone, the school can have only limited success. Fitness is a year-round, lifelong objective. Therefore, there must be cooperative efforts between the home and the school to develop and maintain the physical fitness of children. The activity calendars and food records discussed earlier are effective means of involving parents in the fitness and nutrition education of their children.

FITNESS HOMEWORK

Recognize that because of the principles of fitness training, the reality of making measurable contributions to children's fitness through the in-school physical education program is frequently quite limited. Why? Simply because of time. Insufficient time to attain a training effect from vigorous physical activity is the single greatest deterrent to children's fitness

enhancement. Therefore, the concept of assigning fitness homework is a valid way to minimize the negative impact of insufficient time. Fitness homework many be "assigned" by the teacher for children to do during recess, at home while watching television, before bedtime, or after school with a parent or friend.

Fitness homework may take many forms. Students may simply be assigned fitness tasks to complete during commercial breaks of their television watching time. Later they may be asked to informally report to you on their progress and frequency of compliance. Fitness homework may also take the form of a home fitness chart sent to parents with an explanation of various fitness activities, their purpose, and supervisory hints. Parents can then help children with proper performance, exercise compliance, and perhaps even exercising with them.

CONCEPT: Fitness homework and fitness breaks are valid means of enhancing the impact of fitness education.

Fitness homework is an effective motivational tool that assumes that children are knowledgeable about how to work for higher levels of fitness and are eager to do so. Remember, the fitness strand of the developmental physical education program is intended not only to develop fit movers but also to create informed movers and to motivate eager movers. The developmental program goes beyond fitness "training" and recognizes the

importance of fitness "education." *Fitness training* can occur with little or no enthusiasm or cognitive comprehension of why it is essential or how to go about it. *Fitness education*, on the other hand, recognizes that it is vitally important for children to:

- Know why fitness enhancement is personally important
- Know how to go about it in a safe and healthful manner
- Be sufficiently motivated to participate with little or no outside prodding.

IMPLICATIONS FOR TEACHING DEVELOPMENTAL PHYSICAL EDUCATION

Lifelong habits of activity or inactivity are established during childhood. Creating positive attitudes toward gaining and maintaining an acceptable level of physical fitness and providing opportunities to develop the components of fitness are important objectives of the physical education program.

Traditionally, schools have placed children in environments that demand rigid conformity to inactivity. The scheduled physical education class and recess periods are frequently the only times children have an opportunity to be physically active during the school day. Although potentially helpful, the instructional physical education program generally is not capable of enhancing fitness levels to a significant degree because of insufficient duration and frequency. Similarly, recess is often a time of inactivity or relatively sedentary play. Because of these problems, many schools are incorporating daily *fitness breaks* of fifteen to twenty minutes

per day into the school program. The fitness break is an all-school activity, engaged in by students, faculty, and staff in addition to the instructional physical education period. The emphasis is on continuous vigorous physical activity. Some schools use hallways, the gymnasium, the cafeteria, or outdoor facilities for mass participation. Other schools have self-contained breaks, led by the teacher in the classroom or on the playground.

Improved fitness results from participation in vigorous activities that require skill and are interesting to children. Ensuring that movement skills are developed so that avenues are opened for recreational pursuits is an important responsibility of the teacher. Schools must offer opportunities for children to develop and apply movement skills that are essential for self direction in vigorous physical activities.

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Country Line Dances

Compiled and Edited

by

Gwen Hamm

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ALLEY CAT

Formation:Dancers in horizontal lines with all facing the same direction.

Steps:Heel swivels, kick ball change, shimmies, walk

Heel Swivels

Swivel heels to the L, center, L, center
Counts 1, 2, 3, 4

R heel fwd, center, R heel fwd, feet together
Counts 5, 6, 7, 8

Heel swivels L, center, L, center
Counts, 1, 2, 3, 4

L Heel fwd, touch center, L heel fwd, feet together
Counts 5, 6, 7, 8

Step fwd on diagonal L, close R, step L, close R . . .
Counts1 - 8

Step R diagonal back, touch L (clap) Step L diagonal back,
Touch R (clap) . . . Counts 1 - 8

Shimmies

Step R, drag L in as shoulders (shimmy twice)
Counts 1, 2, 3, clap 4; Repeat (shimmies and drag to R) counts 5 - 8
Clap on 8

Repeat shimmies and drag to L
Counts 5, 6 - 8

Kick Ball Change

Kick R, Step R-L, Kick R, Step R-L
Counts 1, & 2, 3 & 4

Step fwd R, close L, step L side, close R (Counts 5-8)

Grapevine

Grapevine L, cross behind R, step L w/1/4 pivot to L, stomp R
Counts 1, 2, 3, 4

Walk back R, L, R, stomp L

Dance repeats from the beginning

NOTES:

BAD BAD LEROY BROWN

Formation:Dancers in horizontal lines w/all facing the same direction.

Steps:Slow walk, grapevine, 1/4 pivot turn

Slow Walk

Step fwd R, Step fwd L, Step fwd R, L, R, Close L
Counts 1, hold 2 3, hold 4 5, 6, 7, 8

Grapevine

Grapevine R (Step side R, cross behind L, side R, kick L)
Counts 1, 2, 3, 4

Grapevine L (Step side L, cross behind R, side L, kick R)
Counts 5, 6, 7, 8

Slow Walk

Step bckwd R,Step bckwd L,Step R, L, R, close L
Counts 2, hold 23, hold 45, 6, 7, 8

Step side R, Close L, Cross R over L (Keep wt. on R)
Counts 1, 2, 3 hold 4

Step side L,Close R,Cross L over R (Keep wt on both ft)
Counts 5, 6, 7

1/4 pivot turn toward R
Count 8

Dance repeats from the beginning

NOTES:

BOOT SCOOTIN' BOOGY

Formation: Dances in horizontal lines w/all facing the same direction.

Step: Grapevine, walk, hop (scoot), fan, step touch

Lift R foot (Count 1), cross R in front of L ("cut") Count 2, Extend R foot (Count 3), Step R in place (Count 4)

L foot fans (toe goes to the side and back front-weight on heel)
Counts 5, 6, 7+

Scoot, scoot, (forward) on R foot

Grapevine L (L-R-L kick/clap R)
Counts 1, 2, 3, kick/clap 4

Grapevine R (R-L-R kick/clap L)
Counts 5, 6, 7, kick/clap 8

Grapevine (L-R-L-R ending with a 1/4 turn, L with weight on R
Counts 1, 2, 3, 4

Scoot, scoot (forward) on R foot

Step L, together R, step L, touch R (moving forward)

Step side R, touch L, step side L, touch R

Step back R, touch L (or hitch), step forward L, stomp R

Notes:

* Variation: May also be done with a 11/4 turn L.

CINCINNATI STOMP

Formation: Dancers in horizontal lines with all facing the same direction.

Steps: Step-together-step-touch (or Grapevine, or 3 step turn), 1/4 turn, shuffle step

Step R, close L, step R, close L
Count 1, 2. 3 4

Repeat L (Step L, close R, step L)
Counts 5 6 7

Step R, shuffle-change L, shuffle-change R
Counts 8 9, 10

Step R, stomp L, step L, stomp R. step R,
Counts 1 2 3 4 5

Stomp L (with 1/4 turn R), Walk backward L, R, L, close R
Counts 6, 7, 8, 9, 10

Dance repeats from the beginning.

Notes:

COUNTRY STRUT

Formation: Dancers in horizontal lines with all facing the same direction.

Steps: Heel step (cross over), grapevine, jazz square, 1/4 turn

Lift and touch R heel front (Count 1), cross R over L (2), touch R heel front (3), touch R toe back (4), touch R heel front (5), R together (6)

Lift and touch L heel front (Count 1), cross L over R (2), touch L heel front (3), touch L toe back (4), touch L heel front (5), touch L toe back (6), step forward L (7), kick R (8), step back R (9), stomp L (10).

Grapevine L, R, L, stomp R (Counts 1-4)

Grapevine R, L, R, stomp L (Counts 5-8)

Jazz Square (step R over L (1), step L slightly back (2), step side R, 1/4 turn to R (3), step front (4), Repeat jazz square Counts 5-8, **DO NOT TURN.**

R heel, R toe (Counts 1, 2), L heel, L toe (3, 4)
R heel, R toe (5, 6), L heel, L toe (7, 8)

Dance repeats from the beginning.

Notes:

COUNTRY WESTERN TRIPLE STEP

Formation: Dancers in horizontal lines. With all facing the same direction.

Steps: Triple Step (a/k/a two step) Walk, 1/4 turn pivot

Triple Step

Step forward R, close L, step forward R; Step forward L, close R, step forward L
Counts 1 & 2 3 & 4

Repeat triple step moving forward R and L
Counts 5 & 6, 7 & 8

Walk forward R, L, R (with a 1/4 turn to L), touch L to R
Counts 1, 2 3 4

Step side L, touch R, step side R, close (taking weight on L)
Counts 5, 6, 7, 8

Triple step forward R, L, R walk forward L, R
Counts 1 & 2 3 & 4 5 & 6 7 8

Walk forward L, R (1/2 pivot to L) step forward L, step R, step L
Counts 1, 2, 3 4 5

Step R, pivot on R (1/4 turn to L), step forward L, touch R.
Counts 6, 7, 8

Dance repeats from the beginning.

Notes:

COWBOY MOTION

Formation: Dancers in horizontal lines with all facing the same direction.

Steps: Grapevine kick, backward walk, hip pulls

Grapevine kick R (Step side R, cross behind L, side R, kick or hitch L)
Counts 1, 2, 3, 4

*Grapevine kick L (Step side L, cross behind R, side L, kick or hitch R)
Counts 5, 6, 7, 8

Walk backward R, L, R, kick or hitch L
Counts 1, 2, 3, 4

Touch L toe diagonally back twice, Touch L heel front twice
Counts 5, 6 7, 8

Touch L toe diagonally back once, Touch L heel front once
Counts 1, 2

Jump change (with weight changing to L; R heel forward), Clap
Counts 3, 4

Pull hips through (front-back); Repeat hip pulls
Counts 5-6, 7-8

Dance repeats from the beginning.

Notes:

*To change the direction of the dance so that it faces each of the four walls, do a 1/4 turn on the kick/hitch of the Grapevine L. On the third step of the grapevine (you'll be stepping L). as the R leg "hitches/kicks," the L leg does a little scoot as body turns to the L. From there you proceed into the Backward walks, etc.

HONKY TONK STOMP

Formation: Dancers in horizontal lines w/all facing the same direction

Steps: Heel clicks, stomp, grapevine, 1/2 turns

Heel Clicks

Heels apart, heels together, heels, apart, heels together
Counts 1, 2 3 4

Heel Step

R heel forward, R toe back
Counts 5, 6, 7, 8

R heel forward, step R in place (center) Counts 1, 2
L foot stomps twice Counts 3, 4

L heel forward, step L in place (center) Counts 5, 6
R foot stomps twice Counts 7, 8

Grapevine

Grapevine R (R-L-R kick L)
Counts 1, 2, 3, 4

*Grapevine L (L - R - L 1/2 turn to L - Kick L)
Counts 5, 6, 7, 8

Grapevine R (R-L-R kick L)
Counts 1, 2, 3, 4

Grapevine L (L-R-L stomp R)

Dance repeats from the beginning

NOTES:

*Can be performed w/ a 1/4 turn; can also be performed w/no turn.

KICKIN' & SCREAMIN'

(Choreographed by George F. Hoffman)

Formation: Dancers in horizontal lines w/all facing the same direction.

Steps" Kick ball change, grapevine, step slides, hip bumps, box steps w/turns

Kicks w/Kick Ball Change

1. Kick R fwd (1), Kick R fwd (2), Kick R fwd (3) Step on ball of R ft (&), Step L (4), Repeat R kicks (5-6-7), R ball change-step L (& 8).

2. Grapevine R (1), cross behind L (2), side R (3), cross front L (4), side R (5), cross behind L (6), side R (7), touch L beside R (8)

3. Repeat #1 Kicks w/ kick ball changes starting L (1-8)

4. Repeat 8 counts grapevine starting L, ending with R ft. beside L

Step Slides Forward

1. Step fwd R (on an angle) (1), close L, (2), step fwd R (3), scuff L (4), step fwd L (on angle) (5), close R (6), step fwd (7), scuff R, (8)

Hip Bumps and Step Kicks

Bump hips to R (Counts 1-2); Bump hips to L (Counts 3-4); Step R, doing a 1/4 pivot to the L (5), step L in place (6), Step R next to left (7), hold (8).

Step R, kick L, step L, kick R, step R, kick L, step L, kick R
Counts 1-8

Box Step

Step back R, step back L, step fwd R, kick L, step L, step R, step L, kick R
Counts 1-8

Step Kicks

Step R, kick L, step L, kick R, step R, kick L, step L, kick R
Counts 1-8

Box Step

Step back R, step back L, step fwd R, kick L, step L, step R, step L w/1/4 turn to the L, touch R. Counts 1-8 Dance repeats

LE DOUX SHUFFLE

Formation: Dancers in horizontal lines w/all facing the same direction.

Steps: Cha-cha, pivots, jump change, hip pulls, jazz square

I. Lift R heel, toe cross over L, R heel front, feet together
Counts 1, 2. 3, 4

Repeat w/L heel - Counts 5-8

Lift R heel, toe cross over L, R heel front, touch R toe back
Counts 1, 2, 3, 4

Triple Steps/Cha-cha moving fwd (step R, together L, step R), -
Counts 5 & 6

Rock step L, R (step fwd L, back R) - Counts 7, 8

Cha-cha moving bckwd (step L, together R, step L) - Counts 1 & 2

Rock step R, L (step bcwd R, fwd L) - Counts 3, 4

Cha-cha moving fwd on R,
Counts 5 & 6

Pivot 1/2 turn (to the R) step fwd L
Counts 7, 8

Cha-cha L, R, L, step R 1/4 pivot (to the L), step R 1 /2 pivot to L -
Stomp R, clap
Counts 1 - 8

II. R heel touches front - 4 times
Counts 1-4

Jump change L heel touches front - 4 x's
Counts 5 - 8

3 jump changes starting w/R heel front (alt. heels R-L-R), clap
(Counts 1, 2, 3, clap 4)

Two hip pulls fwd - Counts 1, 2 (double time)
Two hip pulls back - Counts 3, 4 (double time)
Alternate hip pulls front, back front, back - Counts 5 - 8

Cha-cha R fwd, rock step fwd L, step back R
Counts 1 & 2 3, 4

Le Doux Shuffle continued

Cha-cha L back	rock step back R,	rock fwd L
Counts 5 & 6	7	8
Cha-cha R fwd	step l w/a 1/2 pivot	
Counts 1 & 2	3, 4	
Cha-cha L fwd	step R w/a 1/4 pivot,	step R w/a 1/2 pivot,
Counts 5 & 6	7, 8	9, 10
Stomp,	jump w/feet apart	
Counts 11	12	

Jump w/R ft crossed over L, scissor pivot (1/2 turn)
Counts 1 2

Cha-cha R,	rock step fwd L,	rock back R
Counts 1 & 2	3	4
Cha-cha L,	rock step back R,	rock fwd L
Counts 5 & 6	7	8
Cha-cha R,	step L w/a 1/2 pivot,	
Counts 1 & 2	3, 4	
Cha-cha L	step R w/ 1/4 pivot,	step R w/a 1/2 pivot,
5 & 6	7, 8	1, 2

Jazz square
Cross R, diagonal back L, side R, together L.
3 4 5 6
Dance repeats from the beginning

NOTES:

ROMEO

Formation: Dancers in horizontal lines w/all facing the same direction.

Steps: Jump change, hip pulls, triple step (chasse), grapevine

Jump Change

Heel step R (1), jump change to L heel (2), jump change to R heel (3), clap (4).

Rock hips fwd (5), back (6), fwd (7), back (8).

Hips fwd twice (Counts 1 & 2)

Triple Step - Moving Sideward

Triple step L (L-R-L, 1 & 2), rock back R (3), rock fwd L (4)

Triple step R (R-L-R, 5 & 6), rock back L (7), rock fwd R (8)

Rock fwd L (1), touch R (2), Walk bckwd R-L-R (3-4-5), hitch L (6)

Step fwd L (7), touch R (8)

Step back R (1), close L (2)

Grapevine - Triple steps

Grapevine R-L-R, hitch L and clap (Counts 1 - 4)

Step L, hitch R and clap (5 - 6)

Triple step R moving fwd R-L-R (1 & 2), step L w/a 1/2 pivot (3 - 4)

Triple step L moving fwd L-R-L (5 & 6), stomp R, clap (8)

WALTZ AROUND TEXAS

Formation: Dancers in horizontal lines, w/all facing the same direction

Steps: Triplet (waltz) step, grapevine turn

Triplet Step

Triplet moving and facing R (R-L-R)
Counts 1, 2, 3

Triplet moving and facing L (L-R-L)
Counts 1, 2, 3

Triplet forward (R-L-R); Triplet backward (L-R-L)
Counts 1, 2, 3, 4, 5, 6

Triplet Grapevine Turn

Triplet turn R (R-L-R Counts 1, 2, 3), cross L in front (Count 1), step R side
(Count 2), cross behind w/L (Count 3), step R side (Count 1), step L in place
(Count 2), step R in place (Count 3);

Triplet turn L (L-R-L Counts 1, 2, 3), cross R in front (Count 1), step L side
(Count 2), cross behind w/R (Count 3), step L side (Count 1), step R in place

Triplet forward R-L-R; L-R-L (Counts 1 - 6)

Triplet backward L-R-L; R-L-R (Counts 1 - 6)

Dance repeats from the beginning

NOTES:

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Positive Approaches to Physical Activity for Low-Fit Children

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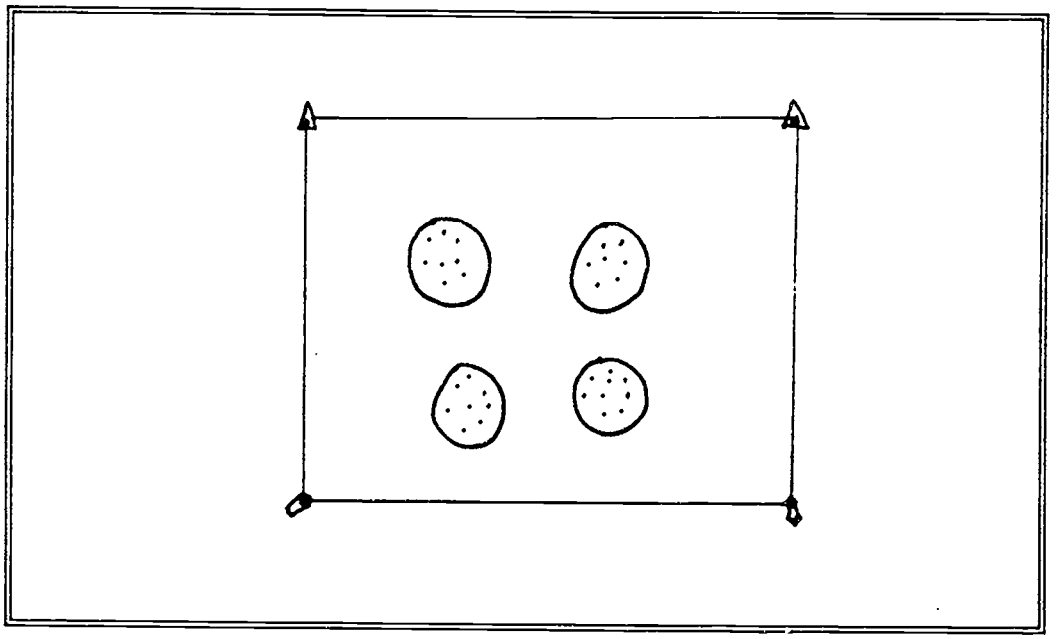
The topic of health related fitness in elementary school children has generated considerable attention and interest among teachers, researchers, and parents. Much of the discussion has focused on the question of whether or not American children are as physically fit as they should be. Although this question has generated considerable debate, most researchers do agree that too many children may be low in cardiovascular endurance and high in body fatness. Perhaps more importantly, several researchers have demonstrated that unfit and overweight children exhibit early signs of coronary heart disease, high cholesterol levels, and elevated blood pressure.

Clearly, understanding the benefits of participating in a physical activity program for children has several important implications. The benefits may be especially important for low-fit children. In fact, Blair (1992) suggested that the 20% of children who are at risk because of low fitness should be identified and programs to help them improve should be implemented. Others (Corbin & Pangrazi, 1992) agree that low-fit children should be targeted for special help. Surprisingly, however, very few intervention programs have been established for low-fit children.

The goal of the Ball State University Fit Kids Program is to address this concern by providing an after-school physical activity program targeted for low-fit children. Participants are recruited from 3rd- and 4th-grade students who fail to reach the Physical Best standards in at least two of three fitness components (cardiovascular endurance, muscular strength and endurance, and flexibility). The children participate 3 days/week for 60 minutes in moderate-to-vigorous physical activities designed to maintain heart rates within the target heart rate zone. The aerobic activities are primarily non-competitive games, obstacle courses, aerobic sessions, water aerobics, and cooperative team games.

For the past four years, the Fit Kids Program has been successful in improving one-mile walk/run, sit-up, and sit and reach performances. Perhaps more importantly, the participants increased their physical activity levels in a non-competitive and enjoyable atmosphere. In light of the potential benefits of physical activity on health-related fitness in children, programs such as this one appear to be a developmentally appropriate and effective intervention strategy.

HOOP GAME



This is a game that combines running, dodging, and following directions. There are 4 circles guarded by 4 students wearing jerseys. The center area is the "safe area." Everyone else runs around trying to get to the safe area to pick up a popsicle stick and get it back to the hoops at the corner of the area. Students move in general space trying to collect as many items from the center hoop as possible without being tagged by the hoop guards. If the students are tagged, they simply run from the spot tagged out to a designated spot and run back to re-enter the game. They could also be assigned other activities to re-enter the game. Each time the game stops, change guards and begin again. Keep the games short, 2-3 minutes each game is best.

EQUIPMENT:

8 hoops
4 same colored jerseys
4 cones
popsicle sticks

1 MINUTE STATIONS

Scooters: scooter from cone to cone using different positions on the scooter such as: sitting (forward or backward) or lying on stomach (forward or backward).

Basketball Dribble: dribble around cones, or to a designated area and back.

Floor Hockey Dribble: dribble around cones using a stick and yarn ball or paper ball (these don't travel as fast!)

Balloon or Beach Ball Volley: volley over cones with jump ropes across making a modified net.

Scooter Dribble: dribble a ball using the feet or hands to dribble and the opposite to motor around.

TWISTED KICKBALL

This is a game that combines the game of kickball and other activities to keep each student active throughout the entire game. The students are split into 2 groups; one group starts in the outfield, the other at homeplate.

KICKING TEAM: One person kicks the ball and everyone follows to run the bases. At first base, they stop and do 10 jumping jacks simultaneously and move on to second base. At second base they do 10 abdominal curls, and then run on to third. At third they again do 10 jumping jacks and then run on toward home. If they make it in before the outfielders have completed their tasks they can start around the bases again. (OPTIONAL: Each time they pass a base they can receive a point.)

GENERAL RULES:

1. Everyone on the batting team must stay behind the kicker. They should not pass the person in front of them.

2. No one can go to the scooters until the ball has been fielded and placed in the hoop.

3. You can choose to have them play using three outs or by having everyone kick and then switch.

4. Keeping score is not important, but getting everyone involved is!!

OTHER VARIATIONS:

--The outfielders activities can change. To involve throwing, everyone might have to throw a ball 5 times against a wall.

--The batting team could use scooters to go around the bases rather than running.

EQUIPMENT:

Kickball
1 set of bases-signs for base activity
scooters--enough for half of the class
1 hoop

TREASURE HUNT

This game involves teamwork and cooperation.....1 team goal. Place an assortment of balls and equipment in the center circle of the gym. The students are divided into 4 lines that on a signal run to the circle and return with 1 piece of equipment until all items are gone. The game can be repeated as many times as desired trying to lower the team score each game.

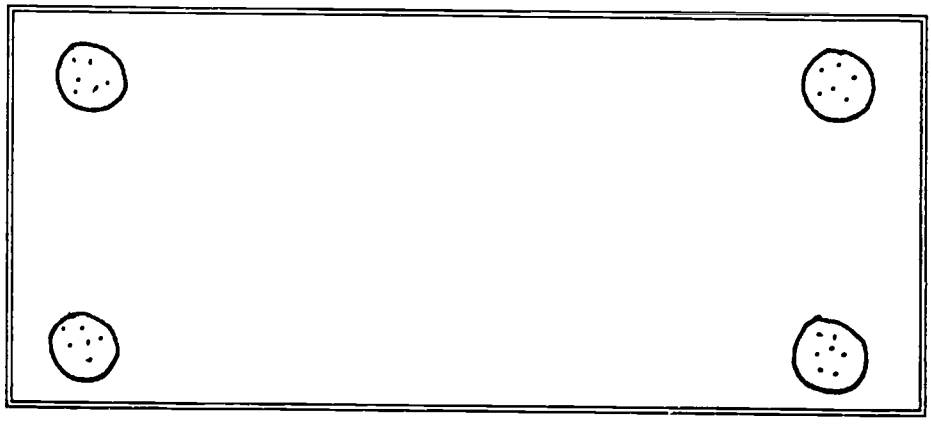
FAT SNATCHERS

This is a game that combines the understanding of the differences of the weight of fat and muscle within a very active game. The class is divided into 4 groups with each having a home corner base. Within the base there are various pieces of equipment that symbolize fat and muscle. Light objects such as nerf balls or whiffle balls would symbolize fat, and heavy objects like bean bags and medicine balls would symbolize muscles. Explain to students the difference between the weight of muscle and fat and show objects symbolizing each. Before each game begins, the students are told the objectives to get the most fat out of their home base and to collect the most muscle.

The game is played by each group trying to take the light objects (fat) out of their hoop and take them to another hoop. The students may pick up only one piece of equipment at a time to carry to another hoop. They also can not go to the same hoop twice in a row. The object is to take a fat object out of your hoop and place it in another hoop, then pick up a muscle object and return it to your homebase.

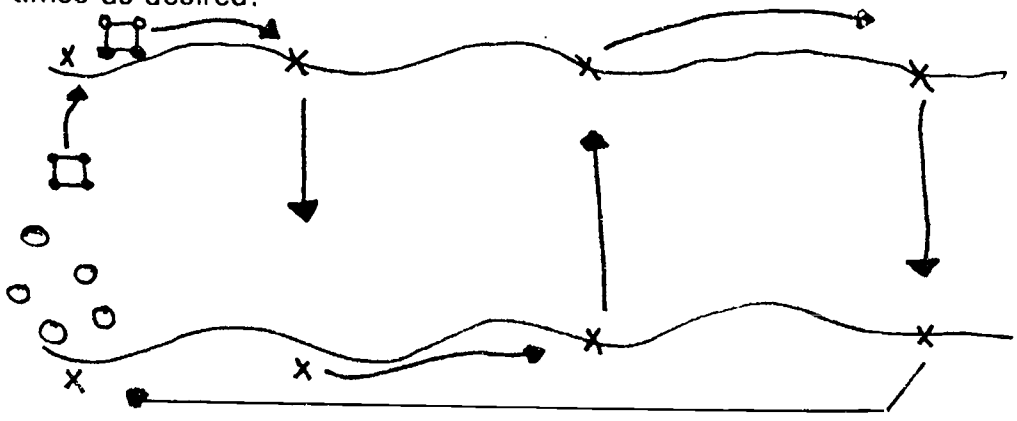
The game is played in two minute or less segments. It is best to require students to "place" objects in the hoops rather than toss them.

**This game is a modified version of "Fat Snatchers" taken from the PHYSICAL BEST Educational Kit.



CROSS THE RIVER

The gym is set up to symbolize a wide river. The students need to go to the other side of the river to do some trading or to carry on their journey. There are two boundary lines that serve as banks of the river with only 4 places where the river can be crossed. Stagger the group at the 4 places to cross. To cross the river the students must jump through 5 hoops serving as rocks, then get on a scooter (symbolizing a boat) to cross the rest of way. From here they must climb up the river bank (inclined mat, or cargo net), get on a scooter (car), and travel to the next crossing point. This can be repeated as many times as desired.



SCAVENGER HUNT

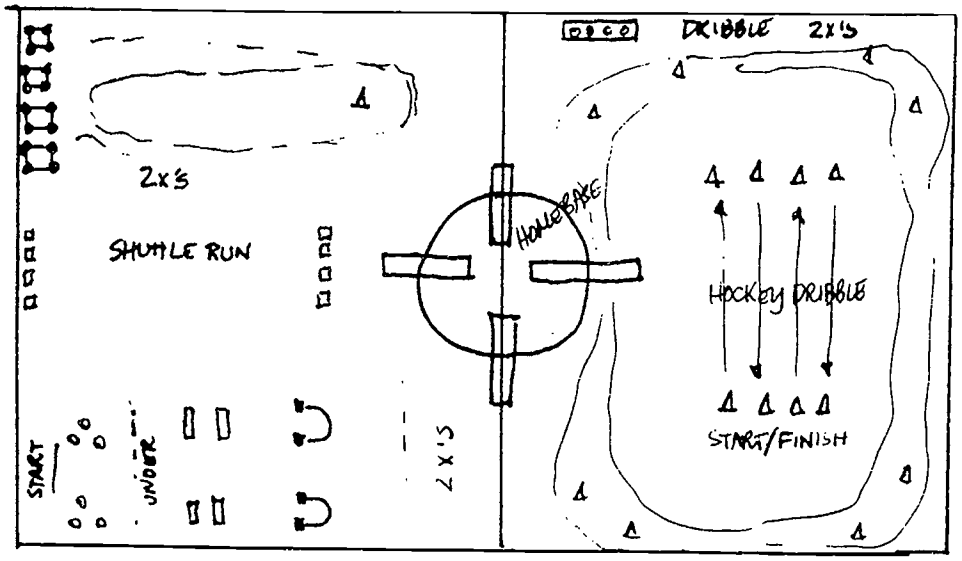
Split the students into groups of 4-6 with 1 supervisor per group. This is a game that involves covering a large area looking for the answers to several questions.

EXAMPLES OF QUESTIONS USED:

1. What is the statue near the Administration building holding?
2. Count the steps on the terrace of the Art building
3. Find a newspaper stand in the Burkhart building...What is a headline?
4. Find the name of the woods next to the Cooper Science building?
5. Go to 5th floor of Teachers College and find the title of the closest office.
6. Find the office number of Ms. _____ on the 2nd floor of the Ball Building.
7. Find the date inscribed on the fountain by the Business building.
8. Go to the parking garage and write down the license plate number of the nearest car.
9. What color is the scoreboard in the Arena?
10. Write down the time on the clock outside the gym when your group returns.

POPSICLE CHALLENGE COURSE

This game combines cooperation and honesty with aerobic activities. Each student must complete the course as quickly as possible in an effort to lower the "group" time.



Each team is given a home base (box) where they will return popsicle sticks. Step boxes turned upside down work good for this. Each student is given a starting point within the challenge course after the rotation is demonstrated. The stations must be completed in a clockwise rotation 1 right after the other. After the task is completed at the station, the student must pick up a popsicle stick and take it to the pre-assigned home base. When each student has completed all the stations he/she must then run back to the home base, sit down, and wait for the others to finish. This is a team game because they are trying to shorten the time it takes for the entire team to complete all the stations each time the challenge course is run. Count the sticks to keep the students accountable for completing each station activity.

STATIONS:

Scooter 500: Turn the scooter over and while sitting, go around cone two times. Turn the scooter back over and run popsicle stick to home base.

Shuttle Run: Each team is assigned a color. They must run down pick up that color of paper, take it to the opposite line, place it on the floor, then run down and pick up another. After each student has picked up two pieces of paper of the team color, they run a popsicle stick to home base.

Obstacle Course: Leap through 3 hoops, go under the jump rope, leap over 2 boxes, jump rope 6 times, go to the finish line and

return to the beginning. Complete course twice, then run popsicle stick to home base.

Dribbling Laps: Pick up a ball and dribble around the outside of the cones. Complete 2 laps before placing the ball in the designated container and running popsicle stick to home base.

Floor Hockey Scramble: Dribble the yarn ball or paper ball around the cones two times keeping the ball in contact with the stick. Lay the stick and ball at the start line and run the popsicle stick to home base.

***Frisbees are good to hold the popsicle sticks at each station.

******Many of these games are original games designed by the instructors of the Fit Kids Program or modified version of other long forgotten games. We would give all the credit to the original creators of these games if only we could remember who they were!!

THREE POPULAR FITNESS ASSESSMENT TESTS

Cheryl Lewendowski
Jeff McClaine
Mike Willett

AAU
Indiana University

The President's Challenge National Youth Fitness Award Program

The President's Challenge is a norm-referenced fitness testing program for children ages 6-17. The President's Challenge recognizes and award three levels of fitness achievement:

1-The Presidential Physical Fitness Award
This award recognizes boys and girls who score at or above the 85th percentile on all five items of the President's Challenge.

2-The National Physical Fitness Award
This award recognizes boys and girls who score at or above the 50th percentile on all five items on the President's Challenge.

3-The Participant Physical Fitness Award
This award recognizes boys and girls who attempt all five test items on the President's Challenge but whose score fall below the 50th percentile on one or more of them.

Test Items

The battery of test items that comprise the President's Challenge National Youth Fitness Test are:

- Curl-ups
- One Mile Run/Walk
- V-Sit Reach or Sit and Reach
- Shuttle Run
- Pull-ups or Flexed Arm Hang

Additional information in regard to these testing items can be found in the President's Challenge Testing Brochure.

Awards

The President's Challenge offers emblems and certificates for each of the award categories. The Presidential emblem includes a Presidential certificate but the National and Participant emblems and certificates must be purchased separately. The prices are as follows:

Presidential emblem and certificate	$1.25
Additional Presidential certificate	$0.50
National Emblem	$1.00
National Certificate	$0.20
Participant Emblem	$0.50
Participant Certificate	$0.20

Additional items such as bumper stickers, award decals, program pins and magnets, program posters, and slide charts are available. Specific price information can be found in the President's Challenge testing brochure or calling the President's Challenge offices at 1-800-258-8146.

The President's Challenge guarantees delivery of items purchased in 21 days or less from receipt of your order at our program office.

Additional Features

IBM, Macintosh, and Apple software packages are available from the private sector. Contact the following companies to purchase these packages:

APPLE
Hartley Software
133 Bridge St.
Dimondale, MI 48821
1-800-247-1380

Macintosh/IBM
Comtech
PO Box 107
Waconia, MN 55387
1-800-343-2406

IBM
Cramer Software
PO Box 1001
Gardner, KS 66030
1-800-255-6621

The Amateur Athletic Union Physical Fitness Program

The AAU Physical Fitness Program is a norm-referenced fitness testing program for children ages 6-17. A distinguishing feature of the AAU program is that it is a research based fitness program. In order to receive program awards physical educators must send a copy of the fitness scores for each student. The AAU fitness program has been able to collect 15 years of fitness data from all 50 states. The AAU fitness program recognizes and awards three levels of fitness achievement:

1-Outstanding Achievement Award
Awarded to those who have scored above the 80th percentile of their age group for each of the five recorded events.

2-Attainment Achievement Award
Awarded to those who have scored above the 45th percentile but below the 80th percentile of their age group for each of the five recorded events.

3-Participation Achievement Award
Awarded to those who have scored below the 45th percentile of their age group for each of the five recorded events.

Test Items

The test items that comprise the AAU Youth Fitness Test are:

Required Events-participants must complete all four events

Endurance Run	Bent Knee Situps
Sit and Reach	Pull-ups* or Flexed Arm Hang

Optional Events-participants must complete one of the following

Hoosier Endurance Run	Standing Long Jump
Isometric Pushup	Pushups Modified
Phantom Chair	Shuttle Run
Sprints	

*Pull-ups must be completed to qualify for the Outstanding award.

Awards

The AAU Fitness program offers award certificates for each award category in addition to Award decals for Outstanding achievement as well as stickers for all participants.

Prices for all certificates are	$.25
Outstanding decals	$.25
Stickers	$.10

Additional features

The AAU Program offers other supplemental materials and products to help the physical educator and enhance the fitness testing program. Some of these items include the Jungle Animals Posters for younger children and the Motivational Posters for older children, Fitness Curriculum, and a motivational instructional video. The AAU Program also supports a software program which includes Apple, IBM, and Macintosh compatible computers. Specific prices for these items can be found in the testing brochure or by calling the AAU offices at 1-800-258-5497.

The Prudential FitnessGram

The Prudential FitnessGram is a physical fitness program that promotes enjoyable regular physical activity and to provide a physical fitness assessment and reporting program for children and youth. The FitnessGram program is a "health-related" assessment which attempts to emphasize participation in a variety of physical activities. FitnessGram has developed a new recognition system, You Stay Active, and recognizes regular participation in physical activity.

Test Items

The Prudenitial FitnessGram in addtion to promotiion of activity also incorporates fitness testing to provide information on individual fitness levels. The items that comprise the FitnessGram program are:

The Pacer
Body Composition
Trunk Lift
Sit and Reach/Shoulder stretch*
One Miie Walk/Run
Curl-up
Push-up/Modified pull-up/Pull-up/Flexed Arm Hang*

*Choice of selecting one of the items

Awards

FitnessGram recognizes three levels of physical fitness participation:

Hip Hoppers-for grades K-2
Movers and Shakers-for grades 3-4
Slam Jammers-for grades 5-6

Blackline master certificates are provided in the You Stay Active handbook ($31.95) or in the It's Your Move recoginition set ($21.00) which also includes activity booklets, a recognition poster, and tracking stickers. In addition, recognition pin-on buttons ($0.35) may be purchased separately.

Additional Features

The Prudential FitnessGram consists of a computerized reporting program, a participation oriented recognition system, and educational materials for teachers. In addition, FitnessGram provides testing materials which can be purchased separately or in a kit, computer materials, and instructor items. For specific pricing of these items call the Prudential FitnessGram at 1-800-635-7050.

THE ABC'C OF RESISTANCE TRAINING FOR KIDS

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Resistance training involves performing forceful muscle contractions against an applied load or resistance. Weight training (i.e. lifting weights) is the most common example of resistance training. It stresses the musculoskeletal system and in turn, causes increased in the strength of both the bones and muscles. Up until fifteen years ago, this form of exercise was the domain of the "muscleheads" and dedicated athletes. Thus resistance training by children was not even some-thing to be considered. In fact, misconceptions focusing on an increased risk for injury and a lack of trainability discouraged many physical educators from using resistance training in their programs for kids. The objective of this presentation is to provide attendees with the latest information, guidelines, and suggestions for the implementation of resistance training into activity programs for children.

Administration of the Training Program

1. The training needs to be supervised at all times.
2. The supervisors should be well trained and knowledgeable.
3. Criteria for when a child should start resistance training:
    a. **Emotional maturity and ability to follow instructions**
    b. There is no minimal recommended age.
4. A pre-participation physical examination is highly recommended.
5. Program specifics:
    a. Perform 2 or 3 workout sessions per week.
    b. Training should last 20 to 30 minutes per workout session.
    c. Child should perform 1-3 sets of 6-15 repetitions.
    d. Increase the weight when 15 repetitions can be performed
    e. **Absolutely no maximal (1 RM) lifts are to be performed**
6. Other recommendations:
    a. Resistance training should only be a **PART** of the overall program.
    b. The program must include a warm-up and cool-down.
    c. Emphasize proper technique and form, **NOT** weight lifted.
    d. Emphasize full range of motion for each exercise.
    e. **MAKE IT FUN!!!**

Benefits of Resistance Training

1. Increases muscle strength
2. Decreases risk for injury
3. Improves motor performance
4. Improves self image
5. Introduces the child to being coached

Cons of Resistance Training

1. Increased risk for acute musculoskeletal injury
   - Epiphyseal growth plate injury
   - Stress fractures
2. Acute increases in blood pressure
3. Increased risk for weight lifter's blackout

Sample Resistance Training Program for Beginners

1. General Warmup involving calisthenics and jogging (5 minutes)
2. General Flexibility Movements (5 minutes)
3. Resistance Exercises (20 minutes)
   [Start with 1 set for first two weeks, then move to 2 sets]

WEIGHTS AND MACHINES	BODY WEIGHT AND PARTNERS
Dumbbell Squats	Lunges
Chest Press	Dips or Pushups
Seated Rows	Seated Rows (P)
Lateral Shoulder Raises	Lateral Raises (P)
Latissimus Pulldowns	Pullups
Abdominal Crunches	Abdominal Crunches
Bicep Curls	Lying Bicep Curl (P)
Tricep Extensions	Reverse Triceps Pushups

4. Aerobic Activity (20 minutes)
5. Cooldown (5 minutes)
6. General Flexibility (5 minutes)

You don't need expensive weight training equipment to put together a safe and effective resistance training program. Here are a few suggestions on how to get by on a limited budget:

1. Screw-top plastic milk bottles filled to different levels with sand make good dumbbells weighing from 1 to ?? pounds.
2. Elastic bands can be substituted for weights for just about any exercise. They come in different thicknesses to accommodate differences in strength. They can be purchased in 6-yard or 50-yard rolls. The cost of the 6-yard roll ranges from $8.50 for the XX-light resistances to $28.00 for the XXX-heavy resistance. Realistically, children would only require up to a medium resistance band costing $10.80 per 6-yard roll. The 50-yard rolls range in cost from $59.00 to $76.00 for the XX-light resistance to medium resistance bands. A 6- or 50-yard roll will make enough exercise bands for 6 or 50 kids, respectively.
   Vendor: Novel Products, Inc. 1-800-323-5143.
3. The children can work in pairs and perform partner assisted exercises using towels.
4. Circuit training combining resistance exercises with other aerobic activities can be performed for large groups of children.

Sources for more information:

BOOKS:

"Strength Training for Young Athletes", W.J. Kraemer and S.J. Fleck, 1993; ISBN 0-87322-396-9; $17.95; Human Kinetics 1-800-747-4457

"Designing Resistance Training Programs", S.J. Fleck and W.J. Kraemer, 1987; ISBN 0-87322-113-3; $35.00; Human Kinetics 1-800-747-4457

POSITION STATEMENTS:

"Position Paper on Prepubescent Strength Training", National Strength and Conditioning Association, Colorado Springs, CO; Phone: (719) 632-6722

"Strength Training, Weight and Power Lifting, and Body Building by Children and Adolescents", American Academy of Pediatrics, Elk Grove Village, IL: Phone: (708) 228-5005

OTHER:

"Selecting Strength Exercises", W.L. Westcott, 1993; National Youth Sports Foundation, 10 Meredith Circle, Needham, MA 02192; $4.00 Phone: (617) 449-2499

A good source for getting ideas for different exercises:
"Getting Stronger", B. Pearl and G.T. Moran, 1986; ISBN 0-679-73948-3; $12.95; Shelter Publications Inc.

IN SEARCH OF RELEVANT AND CREDIBLE PHYSICAL FITNESS STANDARDS FOR CHILDREN[1]

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In a recent article published in the *Research Quarterly for Exercise and Sport,* Charles Corbin and Robert Pangrazi (1992, Corbin & Pangrazi) raise two familiar questions concerning the physical fitness of school age youngsters: "Are American children and youth physically fit?" And, "Has the fitness level of American children and youth changed over the years?" They seek to gain new insights into these issues by a reexamination of previous studies with special focus on the 1985 National School Population Fitness Survey (NSPFS) data through the application of two separate sets of criterion referenced health (CRH) standards recently established for use with Fitnessgram and Physical Best fitness tests.

THE QUESTION OF CHANGE

The second question should be easier to answer than the first. As the authors have pointed out, the major problem is that the utilization of differing tests and test protocols have rendered data collected in the past relatively useless for comparative purposes. Further complicating the task of coming up with a definitive answer are two other issues. The first is the matter of the broad age range in the population of interest. Even when data are available for all age groups of interest (which is seldom the case), variations in nutritional status and other environmental

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[1]Note: This paper was originally published in the *Research Quarterly for Exercise and Sport* in June of 1992, Vol. 63, No.2, pp. 112-119.

influences increases the probability that some age groups will present profiles that are quite different from others. The second issue concerns the fact that physical fitness is a multifaceted construct the components of which are not necessarily correlated with each other. Thus, one component might be observed to have improved over the same time period that others have remained stable or deteriorated. Under such circumstances as these, even the most sophisticated analyses and detailed reports may not suffice to make a clear cut judgement possible.

National School Population Fitness Survey.

As pointed out by Corbin and Pangrazi, the data pool analyzed contained only two health related fitness items (pullups and flexed arm hang) that could be directly tracked across decades. They further noted that scores on these items demonstrated no decline between 1975 and 1985, and concluded that the NSPFS study "shows little, if any, evidence to indicate that children and youth are less fit than they were in previous decades." The implications of this conclusion were tempered by reference to other studies which have shown that children have become fatter over the time period in question. It was noted that it was not possible to evaluate changes in body composition since skinfold measures were not included in the NSPFS and AAHPERD surveys. Since height and weight data were apparently recorded (but not reported) for NSPFS subjects, it would have been interesting to see if comparisons of these data with the preceding studies was possible. Despite the recognized limitations of such data, it could have relevance to the present discussion.

Regrettably, there will never be a way to confirm the conviction of many of us that Americans *must* have been more fit back in the days before the tractor and the automobile. Nonetheless, there are sources of information, such as the following, that can provide some

clues about more recent fitness trends.

Other Evidence.

For the past 12 years we have been sampling the test scores submitted by the schools participating in the Amateur Athletic Union Physical Fitness Program (Updyke, et al., 1990a, 1990b). Each year we randomly select, from test data submitted by teachers, the performance scores of over 12,000 boys and girls, six to 17 years of age, representing all 50 states and the District of Columbia. (No attempt is made to stratify the sample with respect to population density, ethnicity or other factors.) The four fitness items required of all youngsters are situps, pullups or flexed arm hang, sit and reach, and a distance run. (The distance varies with age from 1/4 mile to one mile.)

Annual sampling provides an effective means of smoothing the data thereby reducing the probability of drawing erroneous conclusions about the magnitude or direction of trend projections due to sampling error. It has been our experience that even with sample sizes of over 600 individuals per grade for each sex, considerable variability is sometimes observed from one year to the next in most measures.

Changes in Body Weight

In our work we have observed trends over the past decade that can be interpreted as both negative and positive. Figure 1 illustrates the trend in body weight changes of girls from 1980 through 1989. (Ages are combined in the interest of saving space.)

Figures 1 and 2 About Here

Mean weight increases are most apparent in girls 10 years and older, ranging from an

accumulated three pounds for 10 and 11 year olds to seven pounds in 12 and 13 year olds as well as in the 14 to 17 year old group. There were no commensurate changes in height for any of the age groups. Trends in body weight change for boys were similar, exhibiting even greater magnitude in certain instances. (Figure 2.) The absolute difference between 1980 and 1989 for 14-17 year olds was only four pounds. However, from the low point in 1983 to 1989 the difference was 13 pounds. The nearly straight line increase seen for 12-13 year olds resulted in a nine pound gain. The observed increase across the decade for ten and 11 year old boys totaled five pounds, most of which was accounted for between 1988 and 1989. Clearly, these data must be interpreted with caution. This is particularly true for the 14-17 year old group where sample sizes are somewhat smaller than for other ages. (The combining of ages here has the effect of reducing the magnitude of some apparent weight gains.)

Changes In Endurance Run Scores

One of the most dramatic and disturbing trends was that seen in endurance run performance. As illustrated in Figure 3, time taken to cover the one mile distance increased for both 12-13 and 14-17 year old girls by 60 and 66 seconds respectively.

Figures 3 and 4 About Here

The 3/4 mile time for girls ten and eleven years old increased by an average of 43 seconds. Figure 4 reveals a similar picture of declining times for boys. Mile run/walk times increased by 66 seconds for boys aged 14-17 and 42 seconds for the 12-13 year old group. It took the 10-11 year olds 60 seconds longer to cover 3/4 mile distance in 1989 than it did in 1980.

Figures 5 and 6 About Here

Changes in Arm and Shoulder Strength/Endurance

Inexplicably, the flexed arm hang time for girls (Figure 5) actually increased slightly (in the range of four to six seconds) with the last three or four years holding relatively constant for most age groups. In view of the body weight gain data this information seems to reflect a meaningful increase in the strength/endurance of upper arms and shoulder girdle. And if it were not for the endurance run performance it might be speculated that the increases in body weight in this population could be largely attributable to increases in lean body mass.

Among the boys, pullup performance (Figure 6) appeared to reflect the effects of the weight gain, all groups except the 14-17 year olds declining gradually across the decade. The latter group demonstrated a rather flattened W shaped curve starting and finishing at about nine pullups. Scores on the situp test (not shown) improved slightly across the decade for both boys and girls (within a range of approximately two to five) with younger students demonstrating greater improvement than older ones. Flexibility scores (collected only since 1986) remained essentially unchanged after an abrupt improvement in the second year of experience with the test.

Multiple Item Performance

The percentage of students exceeding the 45th percentile (our "Attainment" level) on *all four* test items dropped from a high of 43% in 1981 through 1983 to a low of 29% in 1987 before finishing out the decade at 32%. It was evident that the decline in endurance run

was chiefly responsible for this decrease.

Interpretations

It can be seen that this particular population has demonstrated some significant changes over a ten year time period, both practical and statistical. (Almost all measurable year-to-year differences are statistically significant because of the large sample size.) It is also apparent that these changes carry a mixed message, making it difficult to declare today's youngsters absolutely more or less fit than those of a decade ago. On the other hand, these findings would seem to provide evidence that important components of physical fitness have declined in the population represented by this sample. Direct generalization of the results of this study to other populations is obviously inappropriate. It does seem reasonable to assume, however, that any bias of test results should fall on the high side with respect to true national norms since the teachers of the youngsters involved demonstrate sufficient interest in their physical fitness to go to the trouble of recording and submitting the test data. This assumption was generally confirmed in a validity study of 1985-86 test results, although in several instances no significant differences were detected. (Sodoma, 1986)

THE QUESTION OF ADEQUACY

Quite obviously the answer to the first question posed by Corbin and Pangrazi depends upon the standards applied and, ultimately, upon the definition of fitness underlying those standards. Most current definitions are framed in terms of what fitness will enable one to *do* (e.g., run long distances rapidly) or the capacities one should *possess* (e.g., specific relative VO_2max). Although there may be an assumption that the physiological states required for the desired capabilities have some relationship to one's level of physical activity,

it is evident that it is possible under this definition for certain individuals to be categorized as "fit" even though they may have never undergone a real "training effect."

An Alternate Definition of Physical Fitness

An alternative point of departure in conceptualizing fitness is to begin with the assumption that physical fitness exists as an exclusive *product* of physical activity. In this scheme the critical variable is the amount of physiological adaptation experienced by the individual as a direct result of physical activity. By definition then, physical fitness would be the current state of the work producing mechanisms of the body expressed in terms of the extent to which they have reached their unique adaptive potentials. (The fact that current knowledge precludes the actual measurement of adaptive potential in no way diminishes the validity of the construct.) Within such a framework the notion that "many fit children are inactive and many active children are unfit" would constitute an oxymoron.

Should Standards Be Lowered?

If Corbin and Pangrazi's conclusions are correct and there really has been no change in the fitness status of American children and youth over the past three decades, is may be , simply, that we have been persistently engaged in testing successive samples of a population of habitually inactive youngsters. Thus, scores don't go up because a training effect or exercise adaptation (beyond the "walking around" level) may never have been experienced; and they don't go down because they are already about as low as they can get. Given the minimal nature of today's lifestyle demands with respect to physical activity and the relatively small amounts of time devoted to physical education in most school systems, these results should not be surprising. What is surprising is that Corbin and Pangrazi would seem to see the solution to the problem in the lowering of standards to the point where, instead of

50% to 70% of normal, inactive youngsters being able to achieve minimum standards, we would "allow" 70% to 80% to pass.

The customary argument against continued use of norm referenced standards is that there is little practical meaning in their attainment. When is one "fit enough?" The establishment of CRH standards is an attempt to establish goals that are both understood and valued. A great deal of effort has gone into constructing standards that have demonstrable validity with respect to disease prevention. However, in this case the logic appears to move to a second order consideration of comparative "passing rates." Since we do not have well documented CRH standards for tests of strength and flexibility the recommendation is that we should arbitrarily adopt standards that permit the same passing rates that have been observed for the one component for which the best documentation is available. It might be questioned as to whether this approach has any greater merit than the much criticized practice of arbitrarily choosing a cutoff on norm referenced standards.

Reexamining the CRH Rationale

The point of establishing CRH standards would seem to be the perceived need to provide some measure of assurance to constituents that if they meet a specific standard they will have a significantly better chance of avoiding illness and disease than if they don't. Granted, it might be some time before adequate evidence of a meaningful relationship between low strength levels and risk of impaired health can be demonstrated. In the meantime, rather than abandoning that objective, would it not be better to develop a health related *rationale* for modification of the standard than to change it simply because it may be perceived by a certain percentage of children as being too difficult? Perhaps we could expand our definition of health as it relates to strength and endurance to include more than a consideration of low back

syndrome. We might, for example, calculate the arm strength necessary to protect one's self from serious injury in the event of a fall, or determine the state of working muscles that is needed to prevent common injuries due to overuse or trauma associated with work or sports participation. Of course if the effort to establish valid criteria for any particular component should prove to be futile, there is always the option (or obligation) of dropping the associated test item from the battery altogether.

Evidence Underlying CRH Standards

To many, if not all of us, the thrust to establish health benefits as fitness testing's *raison d'etre* has seemed like a good idea. However, if criteria for standards should come to be perceived as essentially arbitrary, the movement is unlikely to succeed. As has been noted, CRH standards for muscular strength and endurance, as well as flexibility are really not adequately documented. And despite Corbin and Pangrazi's apparent faith in the soundness of the evidence supporting the cardio-vascular fitness standards of Fitnessgram, some troubling questions remain.

One of the most serious is whether it is appropriate to extrapolate findings concerning the correlations between VO_2max and cardiovascular disease risk in mature adults to applications with growing children. As noted by Franks, Morrow, and Plowman (1988) "Little evidence exists for a relationship between functional health throughout life and the fitness levels of school-age children...." Furthermore, studies examining the relationships between VO_2max and heart disease risk factors in children and adolescents have reported largely negative findings. (Armstrong, et al., 1991; Kwee and Wilmore, 1990; Montoye, 1986; Rowland, 1990; Vaccaro and Mahon, 1989). In addition, it appears that VO_2max does not "track well" through adolescence. Malina and Bouchard (1991) have reported that year-

to-year correlations of VO_2max in 39 boys tested between the ages of 11 and 19 reached only about r=.30. This is a situation quite different from that seen in adults and raises questions about whether the relationships between physical activity patterns and VO_2max share a common meaning when applied to adults and growing youngsters respectively. Of even greater significance to this issue may be those studies that have found little or no relationship between habitual activity and VO_2max or between either of these factors and other cardio-vascular risk factors. (Armstrong, et al., 1991; Kwee and Wilmore, 1990; Montoye, 1986; Rowland, 1990; Vaccaro and Mahon, 1989; Wilmore and McNamara, 1974.) Findings such as these may indicate that VO_2max is not sufficiently sensitive to variations in physical activity patterns of youngsters to be a valid tool in determining standards for field tests. In his recent discussion of exercise and its long term effects on health Sharkey (1991) has suggested that VO_2max "may not be the best measure of health related exercise capacity," and goes on to present a rationale for possible alternatives. Looney and Plowman's study (1990) demonstrating that the CRH standards of Fitnessgram do not distinguish between populations defined as "active" and "non active" by the NCYFS surveys serves to capsulize the issue: If the level of physical activity engaged in by children has nothing to do with whether or not they can meet the physical fitness test standards then there is a problem with either the standards or our conception of fitness. In the interest of maintaining our professional credibility as well as providing the best possible programs for our children and youth we must do whatever is necessary to ensure that our CRH standards really are health related.

In concluding their paper Corbin and Pangrazi make an appeal for "reasonable and relevant physical fitness standards." Certainly this is a goal we can all support. However, in

our concern for the motivation of youngsters who may find current standards intimidating we must be careful not to stifle the enthusiasm of those in the other half of the distribution who would be turned off by a test that is considered too easy. As critics of the current emphasis on self esteem development are wont to point out (Adler, et al., 1992) praising or otherwise rewarding children for performances that demand little or no concerted effort is unlikely to improve competence or to increase motivation.

What Does "Health" Include?

In formulating the current crop of health related fitness tests, the designers appear to have operated under a definition of "health" that focuses narrowly on a few degenerative diseases. Physical education teachers are well aware of the positive role that physical fitness can play in the prevention of many of these diseases, and most of them take great pride in structuring a program that includes an emphasis on fitness-developing activities. In order to document teachers perceptions in this regard we sent questionnaires to several thousand teachers who had participated in the AAU fitness testing program. To our surprise, when asked to indicate what they considered to be the *primary* benefit of improved physical fitness, only 34% selected the disease prevention response. Fifty nine percent indicated that the primary benefit was improved self esteem. This percentage has remained almost exactly the same in two follow-up surveys.

These teachers seem to believe that in pursuing goals of improved fitness youngsters must necessarily develop the qualities of self discipline and perseverance. Unlike other activities, the development of physical fitness requires little skill, and, therefore, success depends primarily upon the degree of physical effort expended. Almost anyone can succeed if there is the willingness to work hard. Since fitness goals are so tangible and their

attainment experienced in such direct, personal fashion, the sense of achievement can be very strong resulting in a boost in general feelings of worth as well as the tendency to adhere to the behavior patterns that produce these feelings. In establishing health related criteria we must not ignore the dimensions of mental and emotional health which are certainly of great immediate concern to children and youth, and to increasingly large segments of the adult population as well.

WHERE DO WE GO FROM HERE?

What is the best course to pursue in our quest to produce citizens who value physical fitness and will continue to reap its benefits throughout life? As Corbin and Pangrazi have contended, if goals (or standards) are set too high, frustration will usually result. On the other hand, if they are set too low their achievement will not be valued and interest will wane. And, most important of all, if they are not understood they will be regarded as irrelevant. Perhaps the best solution to this dilemma would be to direct more of our energy and resources into learning how to individualize criteria for youngsters. If imaginative and effective ways can be found to reduce the counseling and record keeping burdens on teachers, surely personal exercise prescription programs (including evaluation and reward modules) can be developed that will be truly meaningful and effective in enabling young Americans to assume greater control over their own present and future well being. Such a system may be the only way to achieve the reasonable and relevant standards that are desired by everyone.

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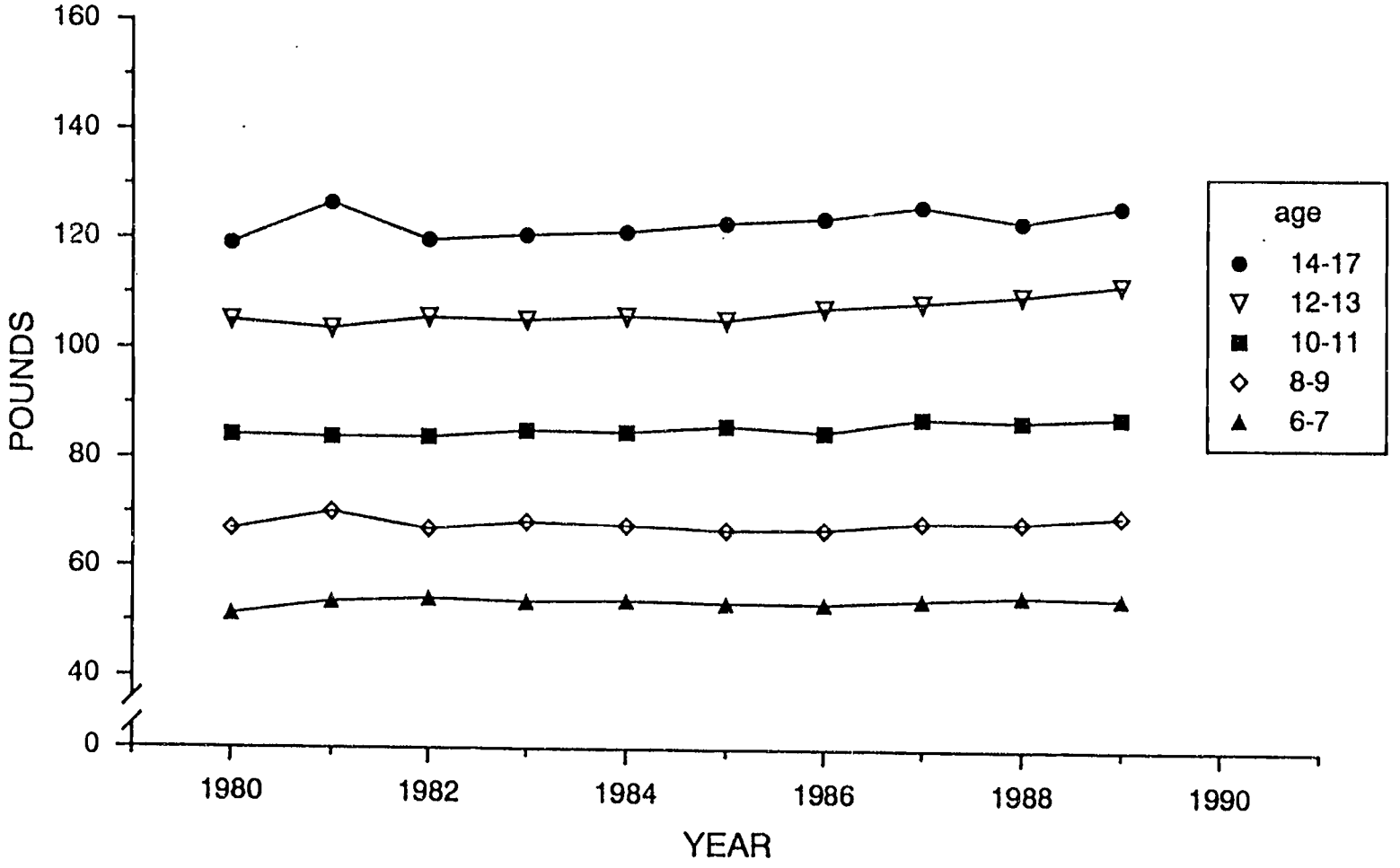


Figure 1. Mean body weights of girls 6-17 years of age for 1980 through 1989.

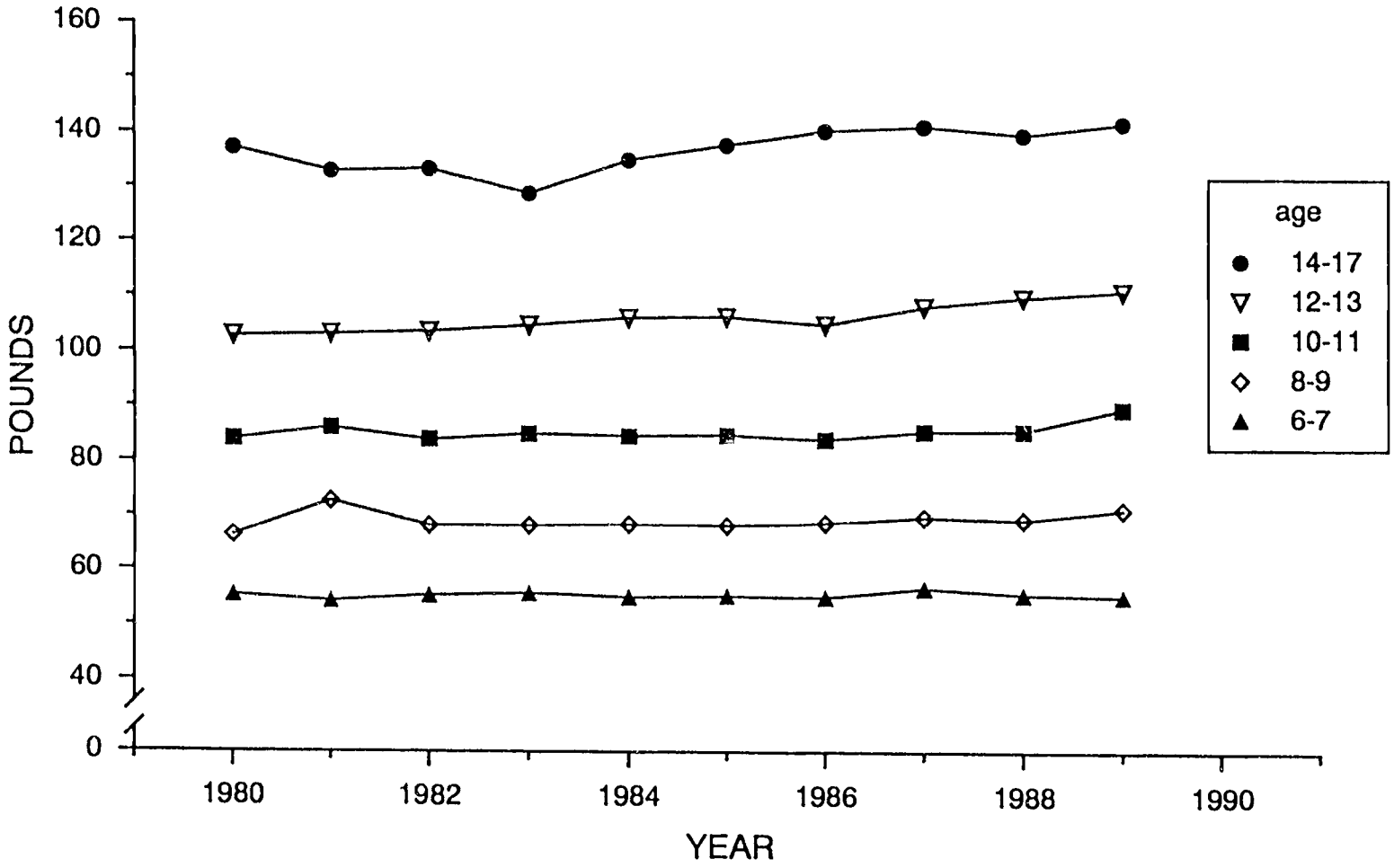


Figure 2. Mean body weights of boys 6-17 years of age for 1980 through 1989.

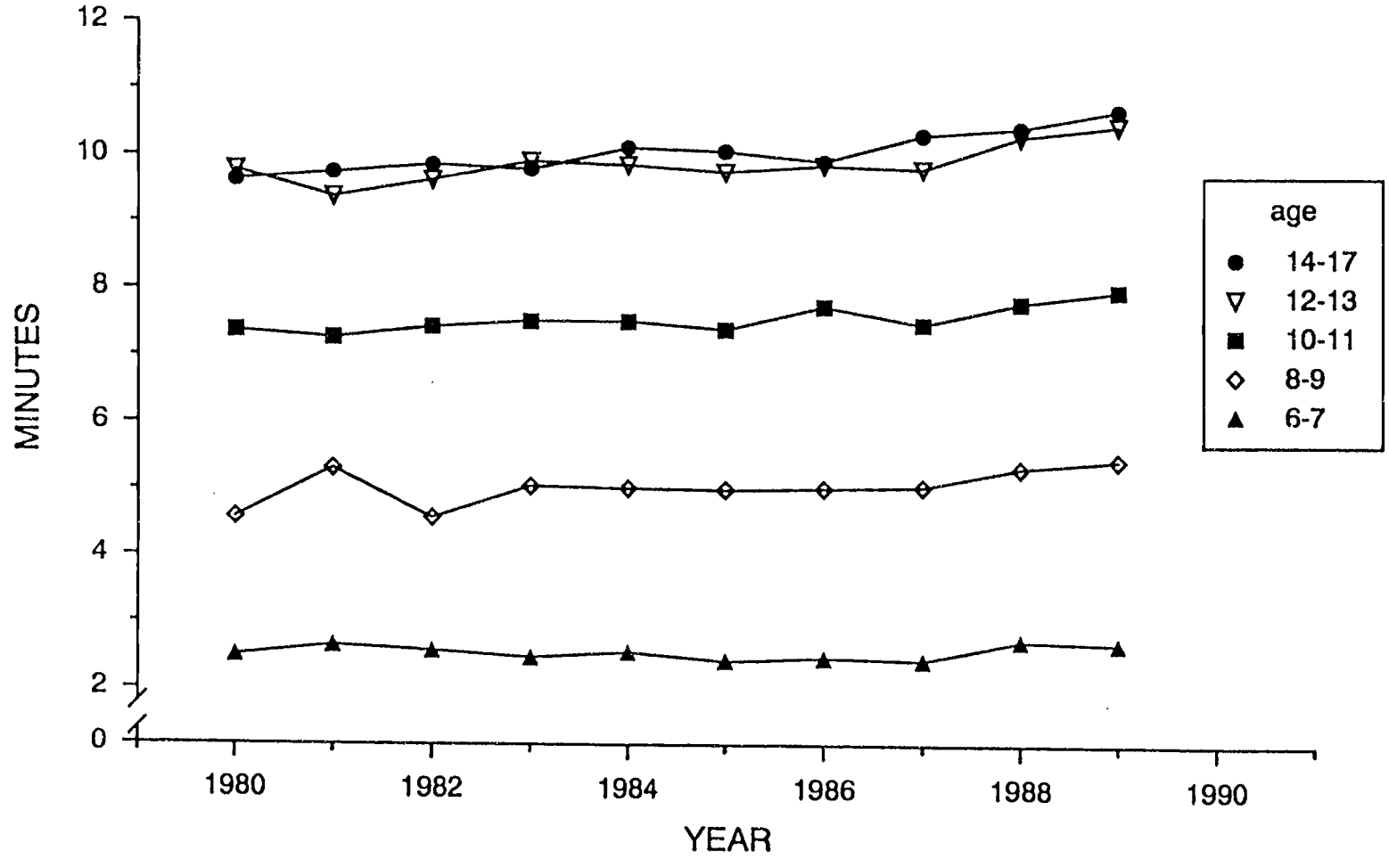


Figure 3. Endurance run times for girls 6-17 years of age for 1980 through 1989. Distance varies according to age: One mile (ages 12-17); 3/4 mile (ages 10-11); 1/2 mile (ages 8-9); 1/4 mile (ages 6-7).

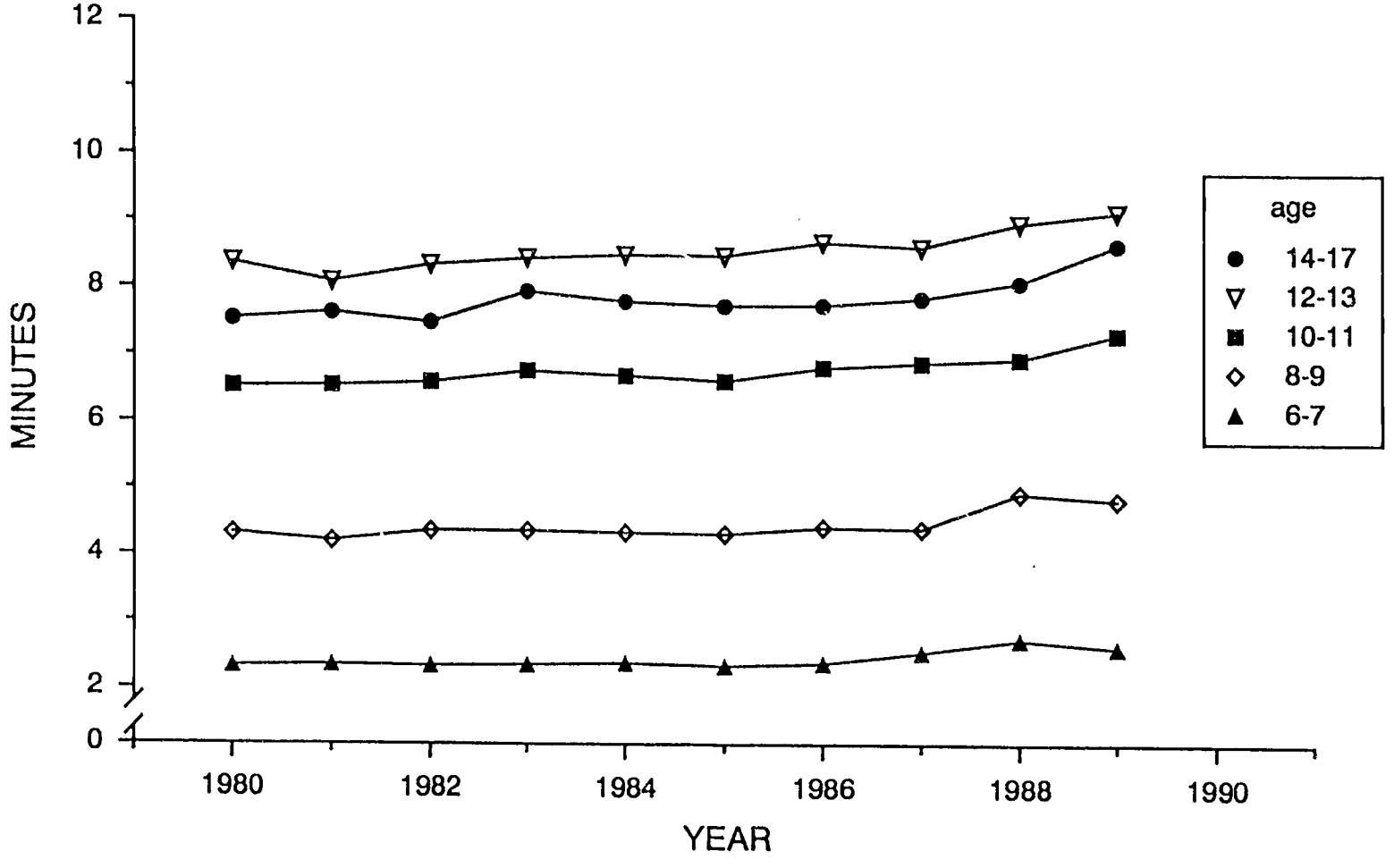


Figure 4. Endurance run times for boys 6-17 years of age for 1980 through 1989. Distance varies according to age: One mile (ages 12-17); 3/4 mile (ages 10-11); 1/2 mile (ages 8-9); 1/4 mile (ages 6-7).

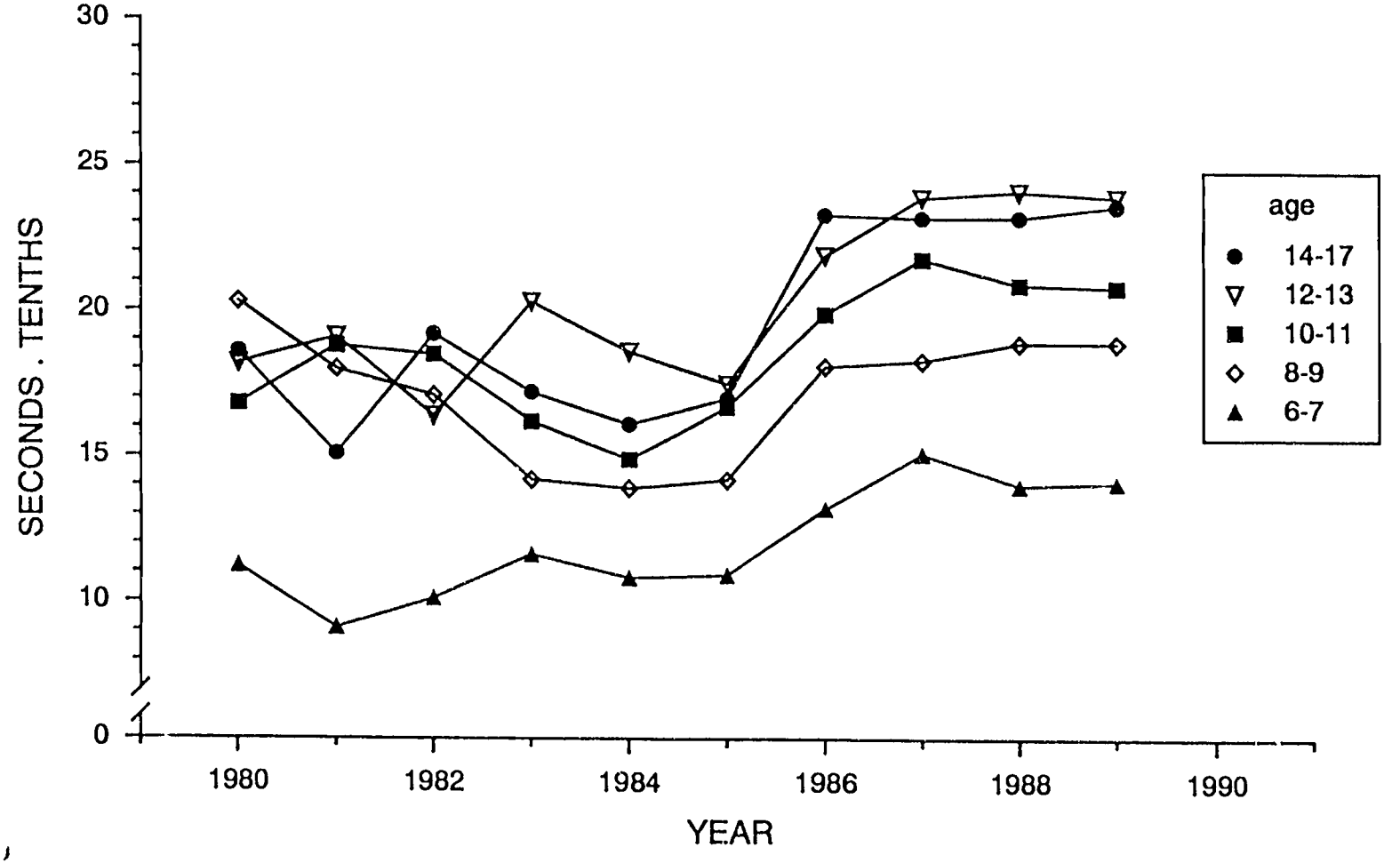


Figure 5. Flexed arm hang time for girls 6-17 years of age for 1980 through 1989.

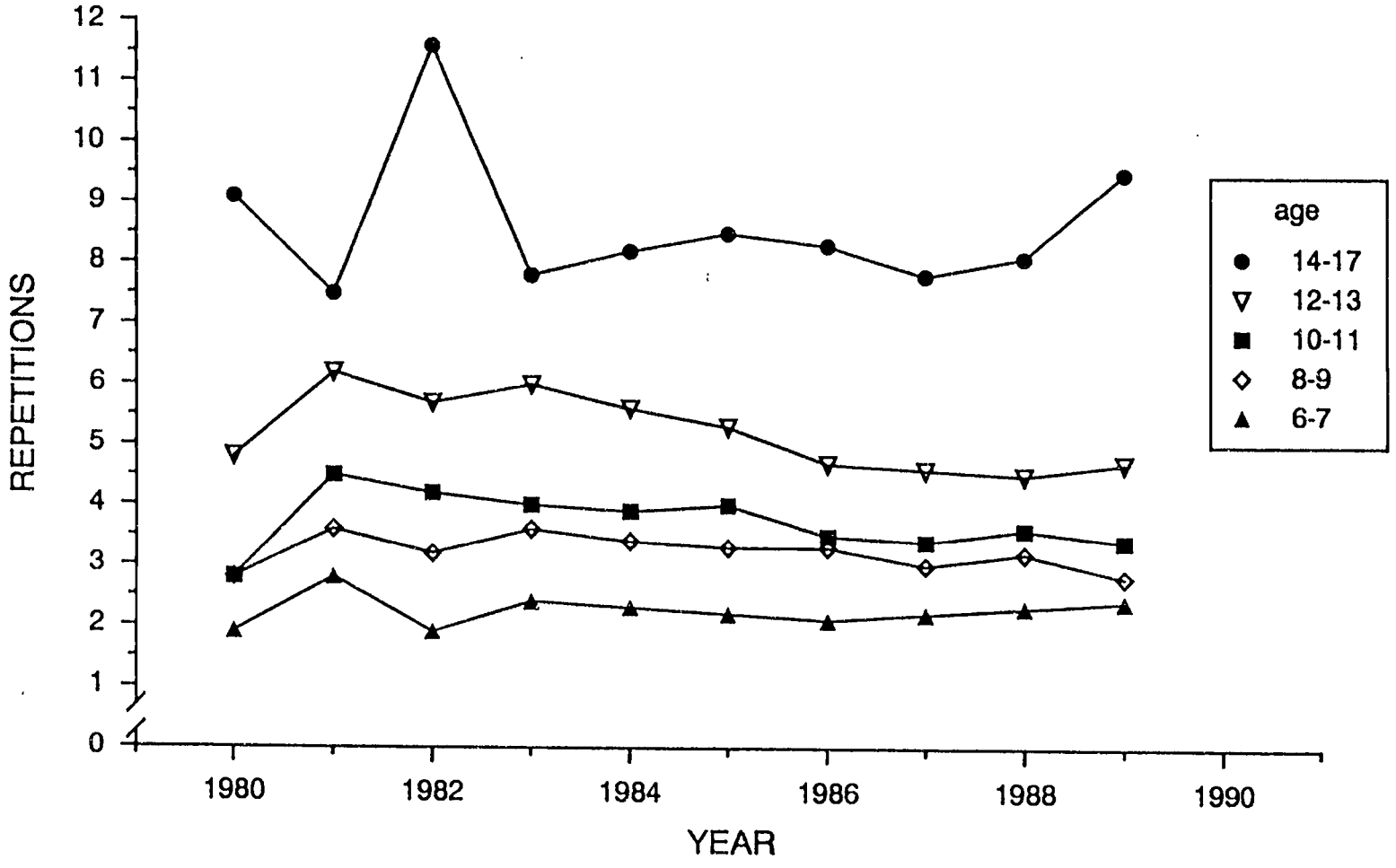


Figure 6. Pullups for boys 6-17 years of age for 1980 through 1989.

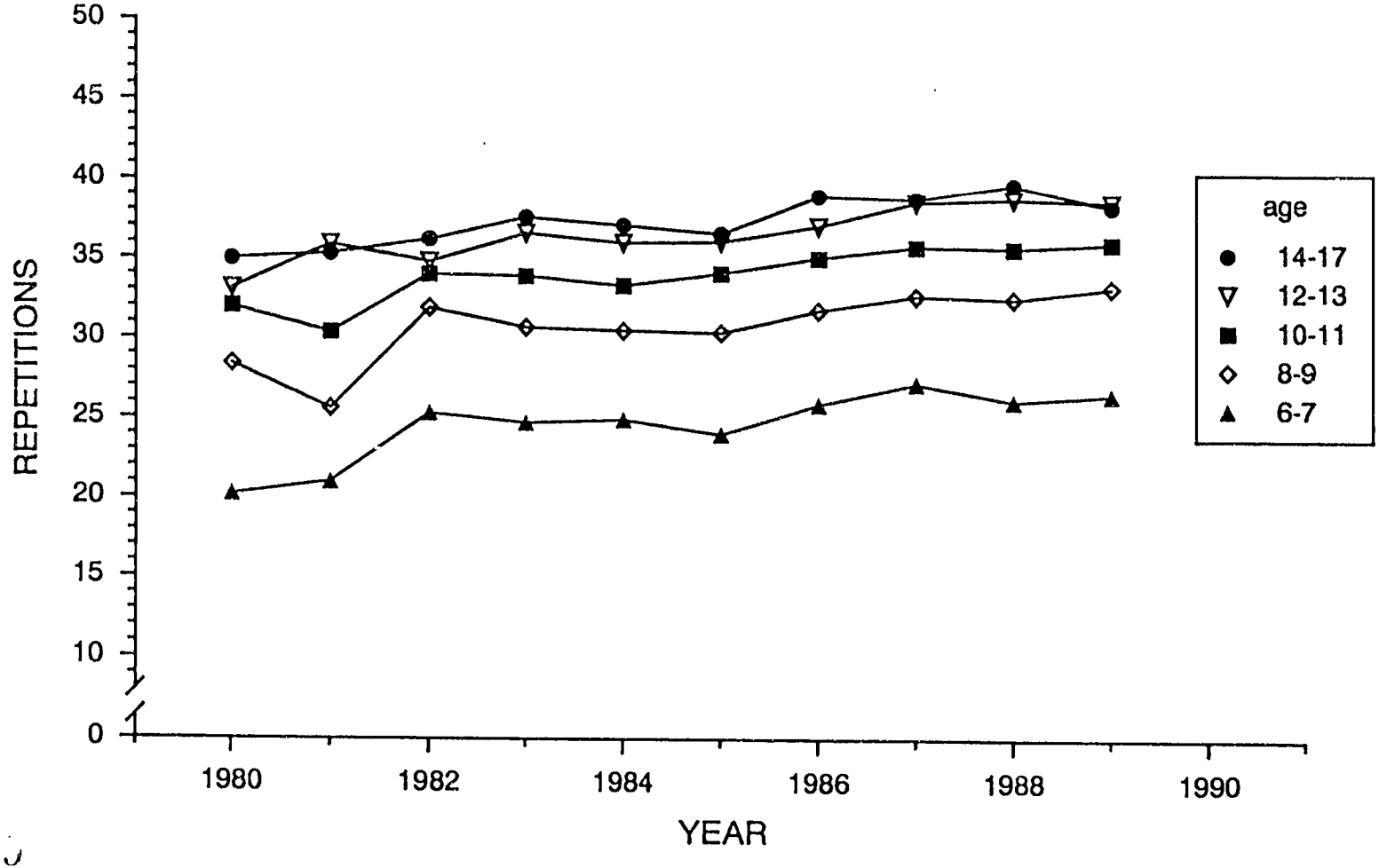


Figure 7. Situps for girls 6-17 years of age for 1980 through 1989.

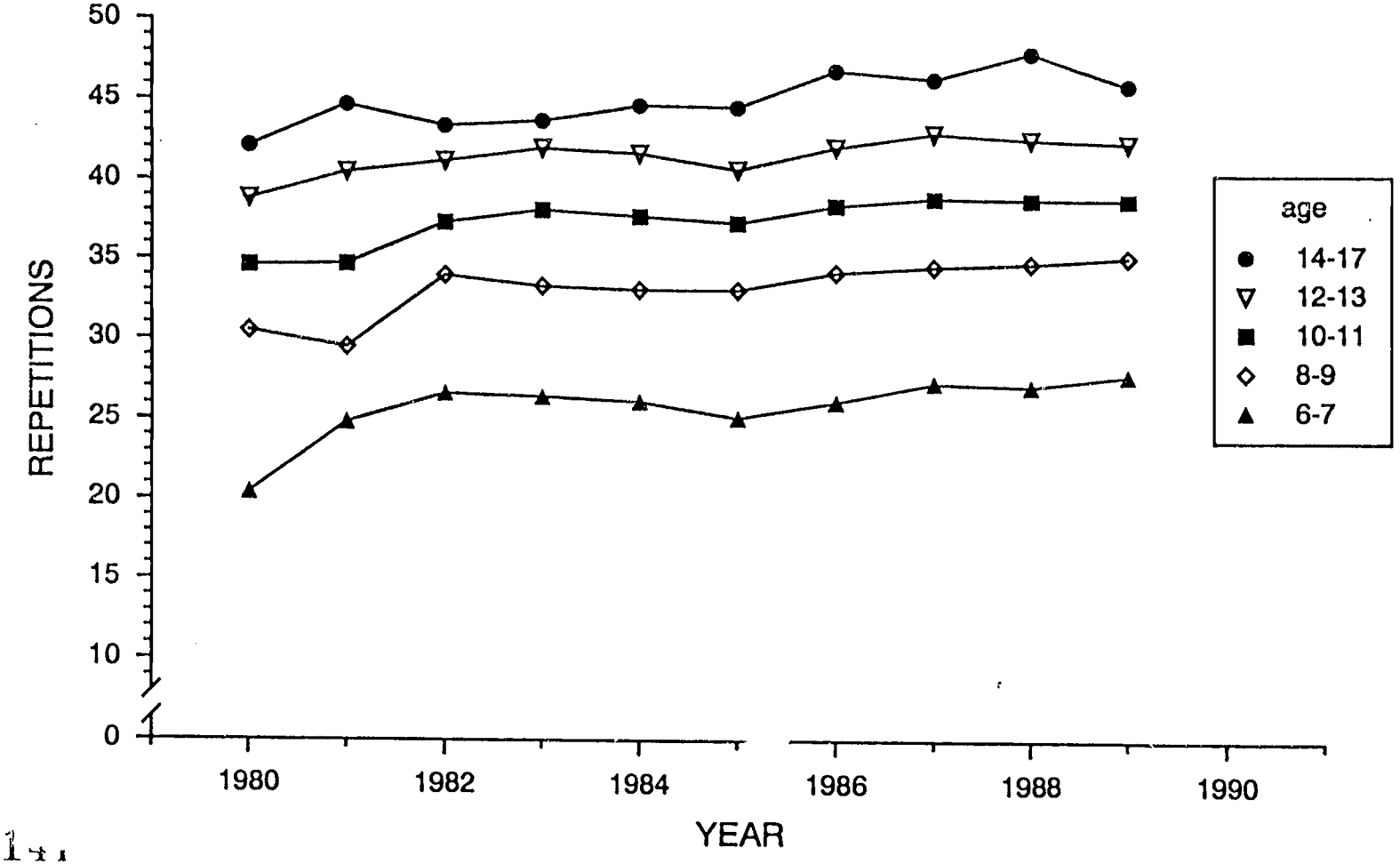


Figure 8. Situps for boys 6-17 years of age for 1980 through 1989.

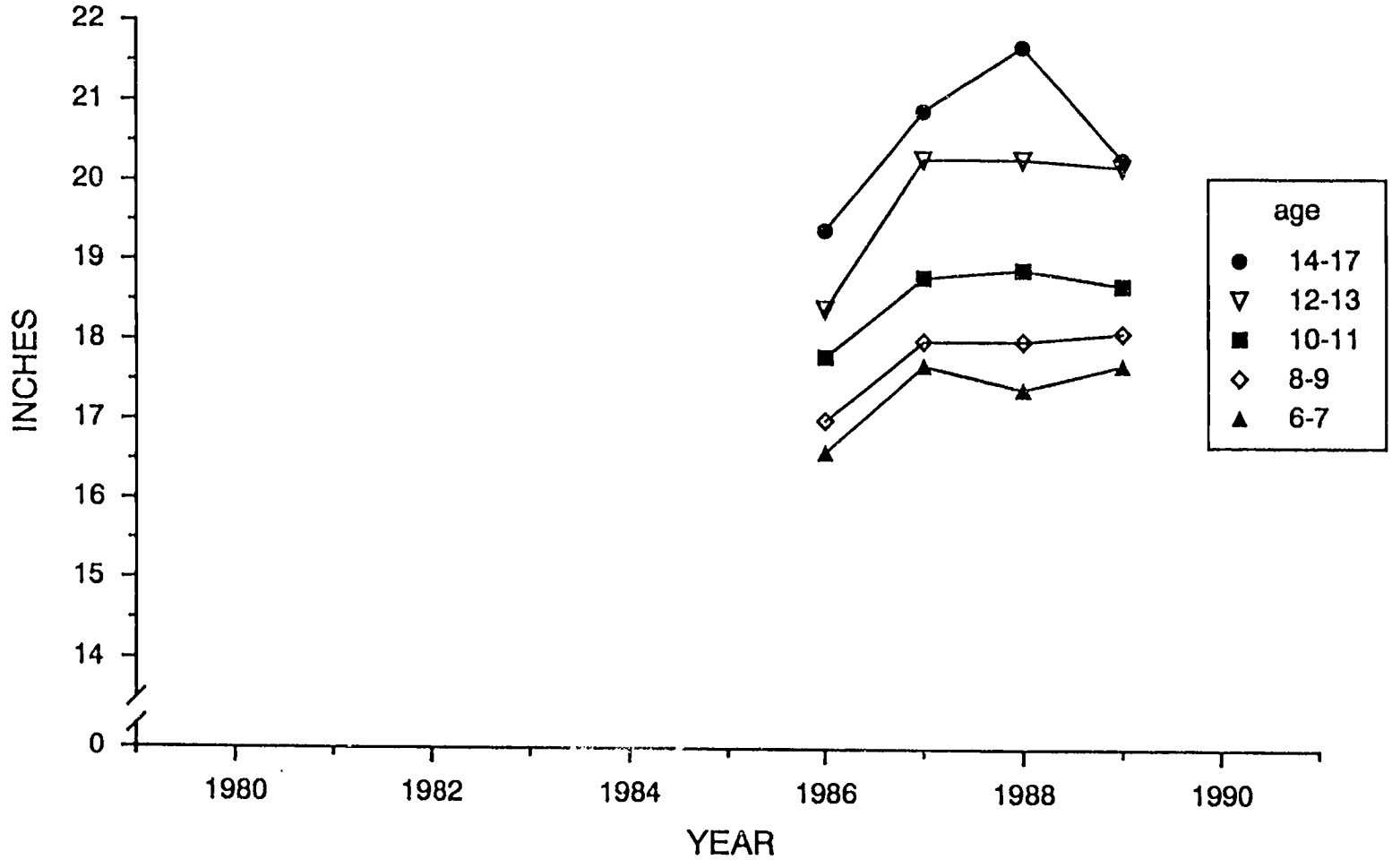


Figure 9. Sit and reach scores for girls 6-17 years of age for 1980 through 1989.

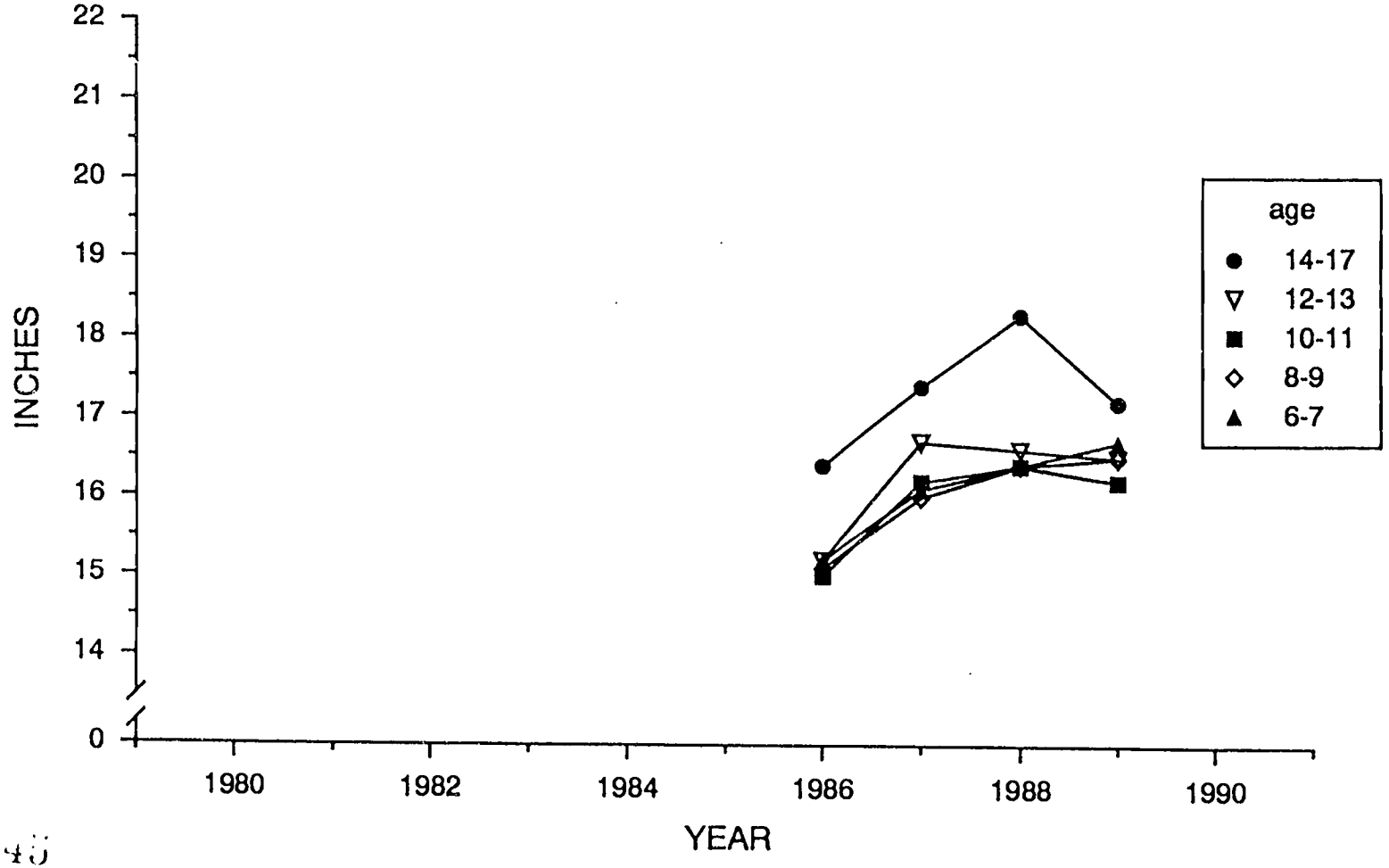


Figure 10. Sit and reach scores for boys 6-17 years of age for 1980 through 1989.

NUTRITION TO FUEL ACTIVE, GROWING BODIES

Becky Zimmerman
Registered Dietician

National Institute For Fitness and Sport
Indianapolis, Indiana

I. **Basic Nutrition**

A. Six Classes of Nutrients
   1. Carbohydrate
   2. Protein
   3. Fat
   4. Vitamins
   5. Minerals
   6. Water

B. Food Guide Pyramid

II. **Development of Eating Habits**

A. Infancy through adulthood

B. Factors that influence types and amounts of foods eaten
   1. Hunger - unpleasant, painful
   2. Appetite - pleasant association
   3. Emotions - grief, happy, comfort
   4. Social Roles and Pressures - family and peers, social status, special occasions
   5. Cultural - Oriental, Jewish, customs of various cultures
   6. Personal Food Preferences and Family Eating Patterns - family, sensitivity to taste, knowledge and personal philosophy
   7. Environmental, Technological, and Economic Factors - food assessibility, preservation and processing technology, advertising

III. **Ways Children Learn About Food**

A. Menus - at school and home
B. Adult behavior - Role Model
C. Child's Environment
D. Food Purchasing and Preparation Activities
E. Formal Learning Activities/Field Trips

IV. Planning Nutrition Education for Children

A. Goal: Children will grow up to be adults who eat healthfully in a non-restrictive manner, feel good about eating, enjoy a variety of foods, have a respect for other peoples food choices, and act as responsible consumers.

B. To accomplish the goal stated above, children must understand and believe the following basic concepts:

1. Their needs will be met when they are hungry.
2. Their food likes and dislikes will be respected.
3. Eating is an enjoyable activity.
4. Uncomfortable feelings and emotions can/should be dealt with in other ways besides eating.
5. There are cultural and family differences in how people eat and celebrate with food.
6. Our food choices have an impact on our well-being and future health.
7. Food is available to us through the efforts of many individuals both in and outside of our local community.
8. In order to nourish our bodies with food, we use up resources, and create waste that must be dealt with responsibly.

C. Themes to develop that support the above concepts:

Simple

1. A variety of good food are needed in order to grow and stay healthy.
2. Behavior in an acceptable manner at the meal table is important.
3. Identify foods from animals, and foods from plants.
4. Television advertising will try to persuade food purchases that aren't always good.
5. Avoid wasting food.
6. It is important to balance food intake with work and play activities.
7. Food that isn't stored or handled properly can cause illness.
8. Various food groups provide major nutrients.

More difficult

1. Classify foods by food group.
2. Plan a nutritionally adequate meal.
3. Describe the basic process of digestion.
4. Name several health professionals/organizations that give advice regarding the relationship between food and health.
5. Use unit pricing to decide what is the best buy when purchasing foods.

D. Activities

Selected Nutrition Readings for Parents and Children

Parents/Teachers

General Nutrition

A Healthy Head Start: A Worry Free Guide to Feeding Your Children by Mary Abbott Hess, Anne Elise Hunt, and Barbara Motenko Stone. H. Holt, 1990.

How To Get Your Kid To Eat...But Not Too Much by Ellyn Satter. Bull Publishing, 1987.

Child of Mine: Feeding With Love and Good Sense by Ellyn Satter. Bull Publishing, 1986.

Off To A Good Start: Practical Nutrition for Children by Catherine Romaniiello and Nancy Van Domelen. 1992.

Kid's Fitness: A Complete Shape-up Program From Birth Through High School by Kenneth H. Cooper, MD, MPH. Bantam Books, 1991.

Learning Activity Resources

The Relationship Between Nutrition and Learning: A School Employees' Guide to Information and Action. National Education Association. Human and Civil Rights, 1201 Sixteenth Street, NW, Washington, DC, 20036, (800) 229-4200.

Meals Without Squeals: Child Care Feeding Guide & Cookbook by Christine Berman and Jacki Fromer. 1991.

Teaching Children About Food: A Teaching and Activities Guide by Christine Berman and Jacki Fromer. 1991.

The (No Leftovers) Child Care Cookbook: Kid-Tested recipes and Menus for Centers & Home-Based Programs by Jac Lynn Dunkle and Martha Shore Edwards. 1992.

Heart Healthy Lessons for Children by Jayne L. Newmark, MPH, RD. Arizona Heart Institute and Foundation, 2632 N. 20th St., Phoenix, AZ 85006, Ph. 800-345-HART.

Let's Talk About Cutting Fat. PAM Cooking Spray, Ph. 800-PAM 4 YOU.

Children

Kids' Kitchen: Making Good Eating Great Fun for Kids! by Barbara Storper. 1992.

American Heart Association Kids' Cookbook: All Recipes Made by Real Kids in Real Kitchens. 1993.

Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers & Up by Mollie Katzen and Ann Henderson. 1994.

Kitchen Fun For Kids: Healthy Recipes and Nutrition Facts for 7 to 12-Year Old Cooks by Michael Jacobson and Laura Hill. H. Holt, 1991.

Young Chef's Nutrition Guide and Cookbook by Carolyn Moore, Mimi Kerr, Robert Shulman. Barron's, 1990.

Eating The Alphabet: Fruits & Vegetables From A to Z by Lois Ehlert. 1989.

Other Resources for Educational Materials

Local Dairy Councils
Local Dietetic Association
Local American Heart Association Affiliates

National Center for Nutrition and Dietetics
216 West Jackson Blvd., Suite 800
Chicago IL 60606-6995
800-366-1655 (Consumer Hot-Line)

The American Dietetic Association
216 West Jackson Blvd.
Chicago IL 60606-6995

Newsletters/Magazines

Environmental Nutrition, 2112 Broadway, Suite 200, New York, NY 10023

Nutrition Action Healthletter, Center for Science in the Public Interest, 1875 Connecticut Ave. NW, Suite 300, Washington, DC 20009-5728

FDA Consumer, Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954

Tufts University Diet & Nutrition Letter, 53 Park Place, New York, NY 10007

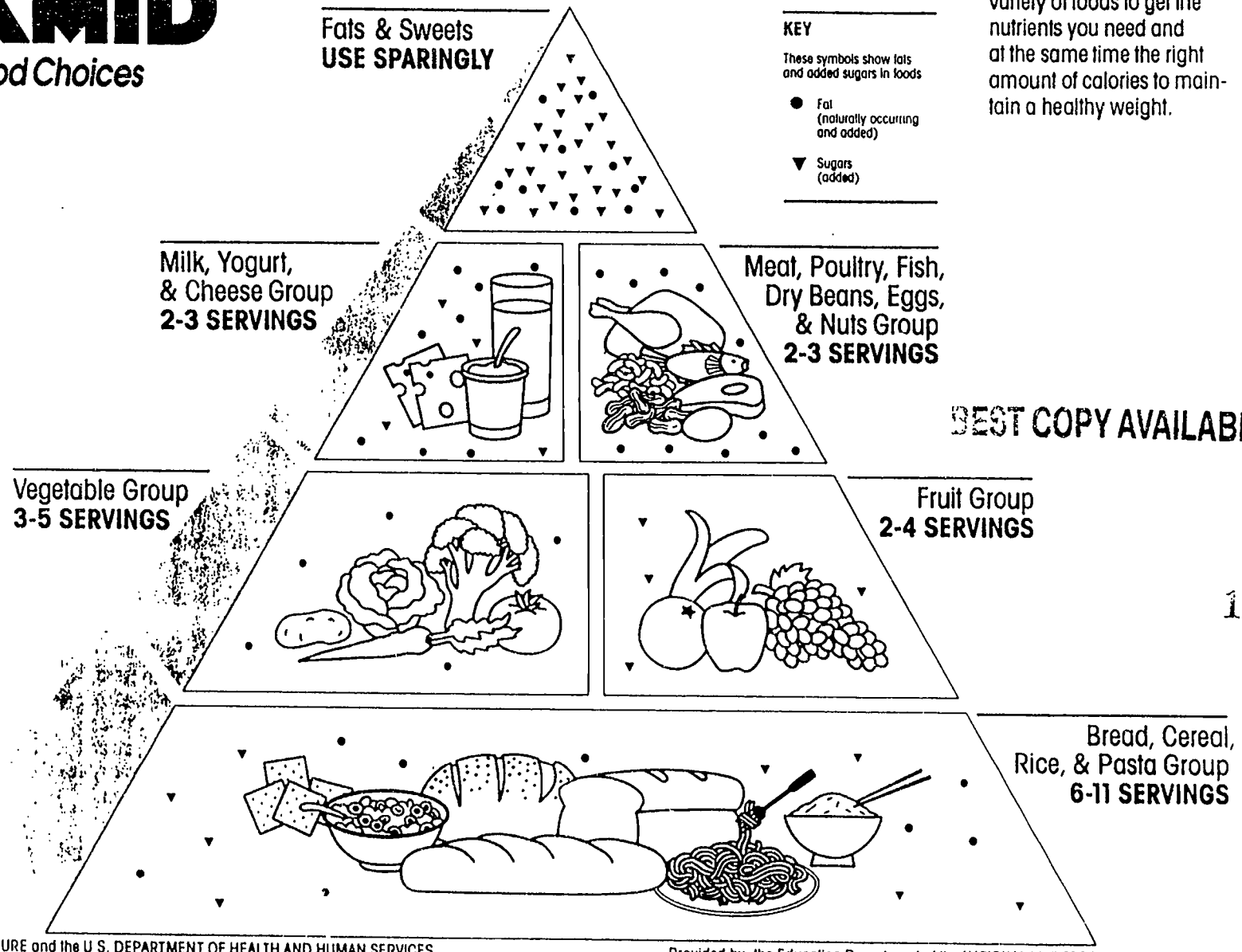
Cooking Light, Box 830549, Birmingham, AL 35283

ERIC

FOOD GUIDE PYRAMID

A Guide to Daily Food Choices

The Pyramid is an outline of what to eat each day. It's not a rigid prescription, but a general guide that lets you choose a healthful diet that's right for you. The Pyramid calls for eating a variety of foods to get the nutrients you need and at the same time the right amount of calories to maintain a healthy weight.



BEST COPY AVAILABLE

The Food Guide Pyramid emphasizes foods from the five food groups shown in the three lower sections of the Pyramid.

Each of these food groups provides some, but not all, of the nutrients you need. Foods in one group can't replace those in another. No one food group is more important than another—for good health, you need them all.

Source U S DEPARTMENT OF AGRICULTURE and the U S. DEPARTMENT OF HEALTH AND HUMAN SERVICES.

Provided by: the Education Department of the NATIONAL LIVE STOCK AND MEAT BOARD

What Counts as 1 Serving?

The amount you eat may be more than one serving.
For example, a dinner portion of spaghetti would count as 2 or 3 servings.

ad, Cereal, Rice, & Pasta Group
- 1 slice of bread
- ½ cup of cooked rice or pasta
- ½ cup of cooked cereal
- 1 ounce of ready-to-eat cereal

Vegetable Group
- ½ cup of chopped raw or cooked vegetables
- 1 cup of leafy raw vegetables

Fruit Group
- 1 piece of fruit or melon wedge
- ¾ cup of juice
- ½ cup of canned fruit
- ¼ cup of dried fruit

Milk, Yogurt, & Cheese Group
- 1 cup of milk or yogurt
- 1½ ounces of natural cheese
- 2 ounces of process cheese

Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
- 2½ to 3 ounces of cooked lean meat, poultry, or fish
- Count ½ cup of cooked beans, or 1 egg, or 2 tablespoons of peanut butter as 1 ounce of lean meat

Fats & Sweets

LIMIT CALORIES FROM THESE especially if you need to lose weight

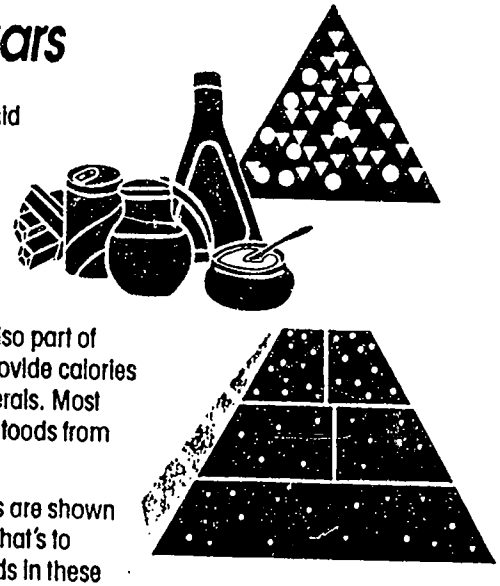
How Many Servings Do You Need Each Day?

	Women & some older adults	Children, teen girls, active women, most men	Teen boys & active men
Calorie level*	about 1,600	about 2,200	about 2,800
Bread group	6	9	11
Vegetable group	3	4	5
Fruit group	2	3	4
Milk group	2-3**	2-3**	2-3**
Meat group	2 for a total of 5 ounces	2 for a total of 6 ounces	3 for a total of 7 ounces

*These are the calorie levels if you choose lowfat, lean foods from the 5 major food groups and use foods from the fats and sweets group sparingly.

**Women who are pregnant or breastfeeding, teenagers, and young adults to age 24 need 3 servings.

A Closer Look at Fat and Added Sugars



The small tip of the Pyramid shows fats and sweets. These are foods such as salad dressings, cream, butter, margarine, sugars, soft drinks, candies, and sweet desserts. Alcoholic beverages are also part of this group. These foods provide calories but few vitamins and minerals. Most people should go easy on foods from this group.

Some fat or sugar symbols are shown in the other food groups. That's to remind you that some foods in these groups can also be high in fat and added sugars. When choosing foods for a healthful diet, consider the fat and added sugars in your choices from all the food groups, not just fats and sweets from the Pyramid tip.

Source U S DEPARTMENT OF AGRICULTURE and the U S DEPARTMENT OF HEALTH AND HUMAN SERVICES.

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