



Lesson Plans



Louisiana Public Broadcasting

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Circle of Fun

Recommended Grades: 3-6

Overview:

This is an activity which will involve tempo changes while offering a fun, challenging activity. Students will actively engage in opportunities for movement and exploration as well as cardiovascular levels necessary for healthy lifestyle improvements. The game combines food related concepts and cardiovascular fitness in an exciting realm of self discovery.

Time Duration: 30-45 minutes

Standard 7: Understanding that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Benchmark: **7-E-1:** Exhibits positive feelings about participation in physical activity.
7-E-5: Acknowledges the role of game, sports, and dance in getting to know and understand self and others.

Interdisciplinary Connections:

Health: Standard 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.

Benchmark: **3-E-1:** Identify personal health needs

3-E-2: Demonstrate responsible personal health behaviors

Objectives:

1. The student will develop mental awareness of and competency in the levels of cardiovascular fitness.
2. The student will demonstrate basic locomotor skill development through motor performance.
3. The student will associate movement to the rhythmic beat of types of music.

Materials:

Soft food items
Music with an appropriate beat
CD or tape player

Background Information:

Prior Knowledge:

The student should be familiar with the food pyramid to stimulate a memory strand linked to the benefit of the game. The student should be able to perform basic locomotor skills such as those assigned to the food groups. The student should have directional knowledge of locations in order to transverse the circles.

Teacher Notes:

Teachers should reinforce safety and a positive attitude toward the benefits of cardiovascular fitness and proper diet. Teachers should promote the integration of the two into a lifelong lifestyle. You will need to have available food objects and music that features a food theme. Music choices should include various tempos to match the activity for each food group. You can regulate the tempo of the exercises by the order you toss the food to the chaser. Place labels on the wall designating the symbol to be used with each food group during the game. Review the locomotor skills that have been assigned to each group. Refer to attachment one for the activities that have been assigned to each food group.

Procedure:

Engagement:

Discuss with the children the benefits of a healthy diet and exercise to promote lifelong fitness. Introduce to the students the benefits of different tempo style exercises in conjunction with cardiovascular health. Allow students to interject types of exercises and benefits based on a tempo change that they feel will improve their overall fitness. For instance, stimulate the conversation through verbal or pictorial clues which demonstrate facets of cardiovascular fitness based on exercise exertion.

Lesson Activity:

1. Have half of the students join hands forming a circle. Raise the hands to shoulder and then drop the hands creating space. (Inner circle)
2. Have the second half of the students form a circle partnering up with the students of the first circle. (Outer circle)
3. The students circle in unison clapping a beat.
4. The teacher tosses one of the predetermined foods to a random student of the inner circle.
5. The inner student proceeds to chase the partner from the outer circle.
6. If the outer partner returns to the space before being tagged, the outer student exchanges spots with the inner student.
7. If the inner student tags the outer student, they return to their designated area and perform the exercise associated with the food group from which the food came.
8. The exercise performance begins by playing music associated with the particular food group and concludes by stopping the music.
9. The conclusion of the music dictates another game round. The game's continuation is based on the exercise fitness level desired.
10. To conclude the game, have the students rejoin hands creating space as previously mentioned and sit down.

Closure:

Ask the students if they enjoyed today's activity. Can anyone tell me how an activity improves your overall health? Can you give me an activity which stimulated your heart the most and so on? What is the relationship of proper diet and exercise to lifelong fitness?

Assessment:

See attachment 2

Accommodations/ Modifications: N/A

Development Resources:

<http://www.smart.net/~bobc/smcwdasd.shtml>

<http://www.brianmac.demon.co.uk/tecdrill.htm>

Reproducible Resources:

Attachment 1: Activities

Attachment 2: Student Checklist

Reflections:

This game involved many changes in tempo which promoted an exciting environment but also created havoc. Problems with spacing occurred as the students became engrossed in the game. The next time I will stop the game occasionally and will adjust the spacing.

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Attachment 1

Activities:

Fruit – grapevine

Vegetables – lie on your back and pretend to sink into the floor

Meat – run in place

Grain – jumping jacks

Oils – waddle like a duck

If you toss the student a symbol of a fruit, the students will perform the grapevine step for the allotted time period. If you toss the student a symbol of a vegetable, then the students will lie on their back and will pretend to sink into the floor for the allotted time. The procedure is the same for each food group.

GRAPEVINE - A three step pattern (usually) used to move sideways across the dance floor. The step is performed by stepping to one side, leading with the foot on the side of the direction of travel. Then cross the opposite foot behind the lead foot and then bring the lead foot back to a normal position. If the pattern is continued, then the opposite foot is crossed in front of the lead foot.

Attachment 2

Student name: _____

Date _____

P.E. Hour _____

Student's Skill Checklist

Activity	Acceptable	Unacceptable
Skipping		
Clapping		
Grapevine		
Relaxation (lie on floor)		
Jumping jack		
Waddle like a duck		
Participation		

Place a check under acceptable if the student performs the skill and a check in unacceptable if the student is unable to perform the skill.