



## Lesson Plans



### **Louisiana Public Broadcasting**

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## Healthy Tag

**Recommended Grades:** 3-6

### **Overview:**

This is a fast-paced game preceded and concluded by a warm-up and cool down activity. The warm-up activity promotes muscle stretching which increases blood flow and reduces the possibility of muscle injury. The stretching activities are intermediated with jogging from activity to activity to increase the heart rate. The game is a vibrant activity involving quick bursts of energy intermingled with controlled rest periods. The game is concluded by cool down activities similar to the warm-up activities but are intermediated by walking and followed by a thirty second rest.

**Time Duration:** 20-30 minutes

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Benchmark: 4-E-1** Identifies several activities related to each component of health-related fitness.

### **Interdisciplinary Connections:**

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

**Benchmark: 3-M-1:** Identify personal health needs and develop long-term goals for a healthy lifestyle.

### **Objectives:**

1. The student will improve anaerobic fitness by increasing VO<sub>2</sub> consumption.
2. The student will improve in directional changes.
3. The student will learn the importance of warm-up and cool down in an exercise program.

### **Materials:**

Colored food dots  
Posters  
Colored markers  
Egg timer  
Whistle  
Colored flags for corner markings  
Necklace with tags

### **Background Information:**

*Prior Knowledge:*

The students should recognize the importance of conditioning muscles before and after exercise. The students should be familiar with the types of stretches performed as well as the value of the stretch to the body. The students should be able to perform locomotor skills needed for quick change of direction. The students should be exposed to the terms “aerobic” (with oxygen) and “anaerobic” (without oxygen).

*Teacher Notes:*

This can be an organizer activity. The different colored food dots can be used for roll call activities as well as exercise line development. You can also teach directions by having your dots set up in the north, south, east and west positions of the playing area. Before the beginning of this activity, you will need to hang posters with examples of the different types of stretches associated with each colored dot. You could label the food groups on the colored dots to aid students in identification. Each food group could be assigned a color that corresponds to a color for a particular corner. I suggest using the egg timer as the timer for the stretches. The egg timer fits the food theme, and it has a bell to signify stretch changes. I would review how to safely run in a confined space to ensure the students change dot to dot safely. You may find it helpful to have necklace labels for bad foods so the students develop a visual image. Refer to attachment one for warm-up and cool down stretches or feel free to substitute your own. Refer to attachment 2 for a reference of the food dots and playing area set up. The game can be played in any space you have available, but the larger the area the more cardiovascular fitness that will be obtained.

**Procedure:**

*Engagement:*

Ask the students for reasons why you should warm-up or cool down before and after exercise. If not mentioned, remind the students the heart is a muscle. Encourage them to give you some ways to make the heart stronger. Relate the conversation to the importance of diet and exercise for a healthy lifestyle.

*Lesson Activity:*

**Warm-up**

1. Assign the students a particular colored food dot scattered in the manner you chose appropriate.
2. On command the students will perform the activity chosen for that particular food dot for one minute until the command to stop is given.
3. On command students will run briskly to another colored food dot and perform the activity associated with that food dot. Repeat this procedure until students have been to all five dots. Students cannot repeat a stretch.
4. Students will remain on the last dot until instructed to go to the four designated corners of your playing area. The color dot on which a student is standing indicates the corner to which he/she should go. For example, if the student is on the meat colored dot the student proceeds to that particular colored corner. (red to red)

Note: The fruit and vegetables dots go to the same corner.

**Game**

1. Two students are selected randomly from the fruit and vegetable corner to represent the bad food. (Ex. candy, potato chip)
2. The bad foods are considered to be the taggers in the game. The two taggers

- stand in the middle of the playing area.
3. On command the students attempt to switch to another good food corner without being tagged by the bad foods.
  4. If students reach a good food corner without being tagged, they are considered safe until they attempt to switch to another corner.
  5. If students are tagged once, then they become a frozen food. Students remain frozen until a good vegetable touches them, and then they proceed to a safe corner.
  6. If students are tagged twice by a bad food in any round, then they are a spoiled food. A spoiled food then joins the other bad food as taggers. Remove the tag from the necklace to signify that the spoiled food is now a tagger. This will help you eliminate the confusion between good and bad food.
  7. Once everyone is a bad food, they are sick and must cleanse their body. Everyone has to jump up and down for one minute to become a good food again.

#### Cool down

1. Students return to their original colored dots as in warm-up. Students will repeat the stretches from warm-up with only a couple of changes.
2. The students will walk between food dot changes and will complete the routine as a bump on a log. They will lie on their food dot very still for thirty seconds.

#### *Closure:*

Review with the students the importance of stretching before and after any exercise routine. Ask the students how their hearts felt after running from one corner to the next. Ask the students how they felt after lying on the floor after their cool down. Help the students understand the differences in their heart rate from the beginning of exercise to the completion of exercise. Question your students on the difference between good foods and bad foods.

#### **Assessment:**

There are two assessments for this particular lesson plan. The first assessment covers the warm-up and cool down portions of the lesson plan. It can be found in attachment three. The second assessment tool covers the game portion of the lesson plan. This assessment can be found in attachment four.

#### **Accommodations/ Modifications:**

You could assign students a partner.

#### **Development Resources:**

[http://www.funteamalberta.com/grp/grp\\_rsc\\_act.htm](http://www.funteamalberta.com/grp/grp_rsc_act.htm)

#### **Reproducible Resources:**

Attachment 1: Warm-up/ Cool Down Activities

Attachment 2: Playing Area Setup

Attachment 3: Stretching Assessment

#### Attachment 4: Teacher Assessment

**Reflections:**

The students enjoyed the fast-paced action of the game. The continuous movement excited students to openly participate in an activity which increased their heart rate thus increasing their fitness. Some students tired more quickly than others. You may find different time restraints work better with the group of students you have at the time.

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## Attachment 1

### Warm-up / Cool down activities

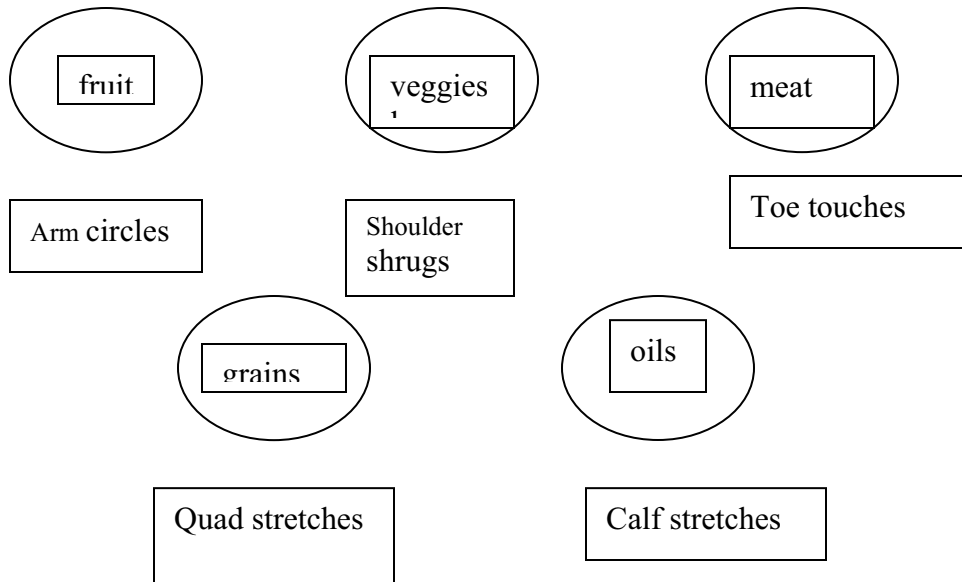
**Fruit – arm circles**

**Vegetables – shoulder shrugs**

**Meat– toe touches**

**Grains– quad stretches**

**Oils– calf stretches**



### Arm Circles

Stretch your arms straight out to the sides. They will be parallel to the floor. Then perform the following: small circles forward and then backward; slightly bigger circles (be sure not to swing- keep it controlled); opposite direction circles (this one's tricky); float hands up and down six inches and then front to back six inches; hold arms straight and flip your hands palm up and palm down.

### Shoulder Shrugs

Lift shoulders up towards the ear and then drop back down. Repeat five times.

### Toe touches

Sit straight, tilt your pelvis forward, and lean gently forward until you feel a gentle and pleasant hamstring stretch. Avoid over-stretch.

### Quad Stretch

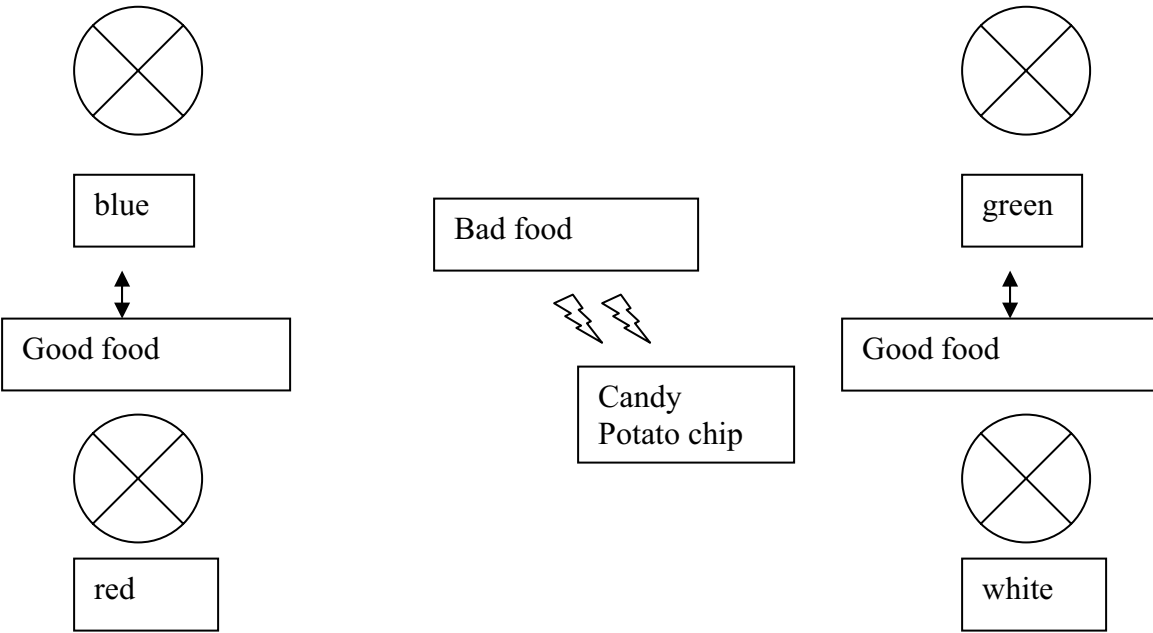
While standing on your right leg, grab the ankle of your left leg and pull your foot up toward your buttock so that you feel a tension in the front of your left thigh. Hold for 15 seconds; then switch legs. Repeat 2 times on each leg.

### Calf Stretch

Face a wall and extend your arms half-way so that both hands are pushing against it. Place your right foot near the wall and extend your left leg behind you a pace. Gently bend your right knee forward while keeping your left heel flat to the floor and both toes pointing toward the wall. Hold for 15 seconds and then switch legs. Repeat 2 times on each leg.

Attachment 2

Playing Area Setup





### Attachment 3

#### Stretching Assessment

Date: \_\_\_\_\_

Period \_\_\_\_\_

Student Name	Arm circles	Shoulder shrugs	Toe touches	Quad stretch	Calf stretch

- 4 points** = use correct exercise technique
- 3 points** = perform most of the exercises correctly
- 2 points** = perform few of the exercises correctly
- 1 point** = needed help with all exercises

**Attachment 4****Teacher Assessment**

Name \_\_\_\_\_  
Period \_\_\_\_\_

Date \_\_\_\_\_

<b>Skills</b>	<b>Criteria</b>			<b>Points</b>
	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Participation</b> The teacher observed the student actively engaged in activity.	Without a doubt	Maybe not sure	Not at all	
<b>Cooperation</b> The teacher observed the student working cooperatively while engaged in the game.	Without a doubt	Maybe not sure	Not at all	
<b>Safety</b> The teacher observed the student demonstrating safety procedures while actively engaged in the activity.	Without a doubt	Maybe not sure	Not at all	
<b>Sportsmanship</b> The teacher observed the student encouraging and supporting others within the game.	Without a doubt	Maybe not sure	Not at all	

**Total points** \_\_\_\_\_

**Teacher comment**