

# Classroom or Large Space Activities

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**Suggested grade level: 6-8**

## INTERVAL WORKOUT

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**Formation:** Standing at different locations throughout area

**Players:** Entire class

**Supplies:** Any weight-resisted object if needed

After warming up your class adequately (move them first to get muscles warm, then lead through appropriate exercise), lead your students through the interval workout. The number of seconds for each activity may be varied depending on the fitness level of the group. After students complete the activity make a task card for them so they can work with a partner of similar fitness level and work independently. This will help develop student self-responsibility. The workout proceeds as follows:

- Jumping Jacks for 30 seconds, walk in place briskly 60 seconds
- Tuck Jumps for height for 30 seconds. (tuck knees to chest, land with bend in knees), walk briskly 60 seconds
- Push-ups for 30 seconds, walk briskly 60 seconds
- High Knee Sprint in place for 30 seconds, walk briskly 60 seconds
- Wall Push-up 30 seconds, walk briskly 60 seconds
- Kick-Your-Bottom Sprint in place for 30 seconds, walk briskly 60 seconds
- Standing Alternating Knee-ups 30 seconds, walk briskly 60 seconds.
- Twisting Jump (two feet together), 30 seconds, walk briskly 60 seconds
- Alternating Lunges 30 seconds, (make sure knees do not go past toes), walk briskly 60 seconds
- High Knee Skipping (in place), 30 seconds, walk briskly 60 seconds
- Crunches for 30 seconds, walk to cool down
- Stretch all muscle groups

**Variations:** If you have some students who are injured or who are unable to do some of these movements due to previous injuries, you may consider having a station or two ready to go so those students can be able to move within their own comfort zone.

## PUSH UP ROUTINE

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**Formation:** Partner work in push-up position (on the floor)

**Players:** Entire Class

**Supplies:** If used as a station, a print out of the directions

Students work with one partner. Explain and demonstrate movements students can do from a push-up position synchronized with a partner. With two people facing one another in push-up position (can be done on knees if needed), demonstrate:

- Shake hands (right hand)
- Shake hands (left hand)
- High five (right hand)
- High five (left hand)
- Pat the floor with right hand
- Pat the floor with left hand
- Lift right foot
- Lift left foot

Let them practice these and encourage them to create their own movements. Have students make a routine with their partners. The movements should be synchronized and they must remain in a push-up position. You may want to make an acceptable timetable, so students know how long the routine should last. When students have had time to prepare their routine, have them perform it for the class.

**Variations:** Use groups of 3 or 4 to create different routines. Offer props such as small balls (tennis sized foam balls for example) to use as part of the routine. Have students track their push-up performance throughout the year.

## SCOOT SHOOT

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**Formation:** Open space for receiving a pass

**Players:** Entire class

**Supplies:** 1 carpet square per player (if on a non-carpeted floor), 4-5 pennies, 1 koosh ball or small sponge/nerf ball, 2 small hula-hoops hung at eye level at each end of playing area

Set up teams like tournament play. Put students into teams of 3 v. 3 or 4 v. 4. Have every player get a carpet square and one team needs to be wearing pennies. Throughout the activity all students must have 1 foot on a carpet square while pushing with the other foot (like a scooter motion). Have one team start with the ball at a point of your choice (half court, etc.). The object is to move your team down the playing area then throw the ball so that it hits inside the hula-hoop on the other team's side. It is best to tape or mark an area off around the hoops that is off-limits to all players. Set time for game play.

### Rules:

- Must make 3 successful passes before a shot and a girl must touch the ball if playing co-ed
- If offense regains possession after ball is dropped, the 3 pass sequence starts over
- May only hold the ball for 5 seconds
- Defense must stay 3 feet away from opponent
- After a score, other team brings ball in
- If the ball is caught by a player who does not have their foot on the carpet square, the other team gets the ball
- No goalies
- Students may change foot on the carpet square any time

## FOOT VOLLEYBALL

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**Formation:** Open space

**Players:** Teams of 4 or 6

**Supplies:** Badminton net (string/yarn can be used for net), large inflatable light ball, beach balls work fine

Set up teams like tournament play. Students in teams of 4 or 6 are arranged on the floor in volleyball positions. The students stay in crab position to move to the ball (or may lie in the floor with feet in the air). The game is played essentially like volleyball. Three hits with the feet or knees are allowed to hit the ball over the net. The ball cannot hit the ground. Instead of one-person only making contact with the ball, in foot volleyball, more than one may do so as long as they make contact almost simultaneously. Rotation is the same as in volleyball. Set time for game play.

## THE ELECTRIC CHAIR

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**Formation:** Open space for dancing with use of chair

**Players:** Entire class

**Supplies:** Any type of chair; resistance tubes, bands, hand weights, cans of soup, anything that provides resistance; mats or rugs

All participants are seated with good posture in a chair that is secure and will not slide. Equipment such as mats or rugs is placed underneath the chair for safety purposes. Slow music is used for basic warm-ups modified for chair work, then the Electric Slide is played and the dance is modified by the instructor or participant for chair usage. The high-energy music allows for resistance work or any exercise such as chair squats, triceps dip, etc. All exercises must be chair involved whether the participant is sitting, standing, or lying on the floor with feet or legs on the chair. The chair acts as a security device for some students who may be intimidated at first. I always add some kick boxing moves at the end, while holding on to the chair. Finish with slow cool down music while still involving the chair.

## CREATE A LINE DANCE

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**Formation:** Open space to move

**Players:** Entire class

**Supplies:** Music with an upbeat tempo (check out Jock Jams), paper or cardstock to write parts of the line dances

Explain to students that they will be creating their own line dance. The line dance must have a minimum of 4 parts, each part goes to a count of 4. Students may select parts from any line dancing they may know, or they may create their own parts. The song that students will perform their line dance to will be the same for everyone. Play this song throughout class. If your CD player has a repeat function it works well for this. Students work in groups of 3-6. Each group will receive paper and pencil. On the paper the steps that groups need to take will be outlined:

- Write the names of the people in your group
- Create own line dance parts. The parts selected are to a count of 4. Write the four line dance parts your group selected below or go directly to the next step if you know the order of the parts.
- Decide what order your group will perform the line dance parts. Write them in the correct order.
- Practice the line dance.
- Circle the grade/level the group feels they earned. Determine the criteria for grading.
- Monitor students as they are creating their line dances.
- Offer PE equipment for students to use as part of their dance.

Teachers – have groups perform their line dance to the class and do a self-assessment.

## AEROBICS PROJECT

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**Formation:** Open space

**Players:** Entire class

**Supplies:** CD/Tape player, anything else the students need as a result of their designed routines

Have students get into groups of 3-5. Provide class time as you see appropriate for your students to develop and practice their routine. Once all students have completed their routines (may take a day or two), have each group present their routine to entire class, then teach their routine to the class. Students should write out the steps to their routine to turn in with other assessment sheets. This lesson could take a number of class periods if each group teaches their aerobic routine to the entire class.