

Grade Level 3-5:

**Scope & Sequence Topic: Responsible Behavior**

**OVERALL OBJECTIVE: The student will demonstrate responsible personal behavior.**

**Objective 1:** *Students will understand developmental level and work toward a personal knowledge of self.*

Activities:

- Fitness Testing Prep Exercises- Students should practice standing long jump, shuttle run, 600m. run, strength and flexibility exercises.  
Equipment Required: A measuring tape, yardstick or tape, two small pieces of wood or erasers, stopwatches, mats.
- Students will have a Weekly Fitness Worksheet for outside of the classroom. Each student will make a personal goal and keep track of his/her goal attainment.  
Equipment Required: The Weekly Fitness Worksheet

**Objective 2:** *The student will be aware of his/her individuality and will see the need to be content with his/her God-given talents and challenges.*

Activities:

- Divide into groups. Each person chooses a task to complete the overall objective.  
1) Speed, 2) Strength, 3) Endurance, 4) Vocal, 5) Agility, 6) Leader  
Speed-The teacher may have students run short distances for time. Keep track of their time. Each time the student will attempt to improve on his/her time.  
Strength-Students will properly perform push-ups, chin-ups or the flexed arm hang. Each time the student will try to improve on his/her performance.  
Endurance-Students can run for a set amount of time trying to run the entire time. Each time the student will try to increase the amount of time he/she can run before walking or the number of laps he/she is able to run.  
Vocal-Students may play Red Light /Green Light to explore the need for communicating during the playing of a game.  
Agility-This skill may be demonstrated by a shuttle run or lane shuffles. The shuttle run is performed when students go 10m pick up the eraser,

return to the starting line. They then go and pick up the second eraser and run across the starting line. The lane shuffle is accomplished by starting on one line of the free-throw lane and shuffling across to the other side and back. Repeat as many times as possible in 30 sec. or one (1) minute. Leader- students will take turns being the person “in charge” of different games.

Equipment Required: Appropriate equipment based on the activity.

- Set up an obstacle course for students to go through to develop speed and agility. Students will have to run for 10m to the first obstacle, circle it and then proceed to the next obstacle. You may have students run in and out of the obstacles keeping the first on their right side then the next obstacle on their left side.

Equipment Required: You may use cones, boxes, other students, or other appropriate items.

- Run some relays  
Have the class divide into groups of equal size. Explain the procedures of the relay. It may simply involve running between the two lines and staying at the end of the line you ran to or the student may run to a stationary object, run around it or perform a particular task, and then return.

Equipment Required: You may do this without any additional equipment or if something is passed then you will need a baton or other object.

**Objective 3:** *The student will develop the resolve to look at a challenging situation and initiate the steps necessary to persevere.*

Activities:

- Group Initiative Course to teach small groups to work together, solving given problems. Set up stations with group problem solving activities.  
Equipment Required: Direction sheets /boards for each station and appropriate equipment, as directions require

**Objective 4:** *The students will effectively use rules and Christian values to show personal integrity in all activities.*

Activities:

- Frisbee Golf will teach honesty and integrity by having students keeping their own scores. Frisbee Golf is played when students throw a Frisbee at either a flag, basket, or other object designated as a hole. They keep score for themselves.  
Equipment Required: A Frisbee for each student, flags, cones, or other object at which to throw.

- Students will be divided into two (2) groups. Pair the groups off so that everyone has a partner. One of the groups will run a certain distance (600m or 1600m). As the students come across the finish line the teacher will call out their time. The partner is to listen for and remember the time. The teacher will then ask for the time and record it once the partner tells the teacher the time.  
Equipment Required: Proper P.E. attire.

**Objective 5:** *The student will model use of time, talents, and treasure of God-given talents to glorify God.*

Activities:

- P.E. Talent Show – during this time students will pick a physical education skill that they can perform in front of their class. Students will be given some time to practice their skill. They will be performing these activities that God might be glorified through all the different talents the students have.  
Equipment Required: Depends on the skills being performed
- Peer Teaching -will be used by students to aid other students in learning new skills or improve on existing ones. Students will either pick or be assigned a skill that they can teach to the students in their class.  
Equipment Required: Depends on skills being performed.

<p><b>OVERALL OBJECTIVE: The students will show responsible social behavior.</b></p>
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**Objective 1:** *The student chooses to be totally involved in the activity undertaken by the group, cooperating with all others.*

Activities:

- Stations: In this activity the students actually help to set up the required equipment, take it down, and put it away. The teacher times how long it takes for this to occur (without the teacher telling students that you are timing them). The next time the students do this the goal is to be able to do it faster than before.  
Equipment Required: Depends on the activity you are doing.
- Parachute- Students will perform various activities using the parachute. They may all grab the parachute with the same hand and then walk in the same direction. While standing students may grab the parachute with both hands and shake the parachute. After students can do this reasonably well try putting some balls on the parachute; students are to keep the balls from falling off while

shaking the chute (POPCORN). Students may raise the chute over their head, step inside and pull it down while they sit under the parachute (INSIDE THE MOUNTAIN).

Equipment Required: One large parachute and some balls or beanbags

**Objective 2:** *The student strives to assertively compete at the highest level at which he/she is capable without jeopardizing Christian values.*

Activities:

- Set up a tournament format for any skill that you are teaching.  
Equipment Required: Depends on the particular skill being taught.
- Capture the Flag- played by dividing the class into two equal groups. Teams are placed at opposite ends of the field or gym. The object of the game is to capture the other team's flag and return to your side of the field safely (without being tagged). If you are tagged while on your opponent's side, you go to jail and remain there until you are tagged by a teammate at which time both may return to their own side safely.  
Equipment Required: Something to serve as a flag

**Objective 3:** *The student will demonstrate knowledge of the rules and the ability to interpret the rules justly.*

Activities:

- As a group, students will make up their own game. The process will include writing the rules for the game, any equipment needs, the environment in which to play it safely, and the length of time. Students then teach it to their class.
- Kickball- students will umpire the bases during a game of kickball. Students will take turns officiating.  
Equipment Required: Kickball and playing field

**Objective 4:** *The student will respect all God-given creations (self, others, property).*

Activities:

- Divide the students into small/large groups. Allow them time to discuss what object they would like to make. They are to bring in the materials they will need to make that object the next time. After making the object, the object is treated

without respect. In your groups they are to then discuss their feelings upon the destruction of their object (waste of time and resources etc.)

Equipment Required: Materials necessary to make their object.

- Discussion on what it takes to be a team and a team player. Students will see that it takes a lot of different people with different talents and abilities for a team to be successful. Make the carryover from sports to classroom and to your work.

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**Scope & Sequence Topic: Sports Skills & Lifetime Activities**

**OVERALL OBJECTIVE: Students will develop an interest and skills tennis.**

**Objective 1:** *Students will demonstrate the following tennis skills during class participation: serve, forehand drive, and backhand drive.*

Activities:

- **Wall Ball:** A student serves a ball over a line, two feet up on a wall with their partner hitting it back. Play continues until your partner fails to hit it over the line. The student who didn't make the mistake receives a point and serves again.  
Equipment Required: one tennis racket per student, one tennis ball per two students, plenty of wall space, tape for marking wall
- **Wall Stroking:** Stand ten feet away from the wall. Drop the ball and hit it over the two-foot line. Catch the ball on the return each time. As skill improves, volley by yourself instead of catching. (Use for forehand and backhand stroking)  
Equipment Required: one tennis racket per student, one tennis ball per student, plenty of wall space, tape for marking wall

**OVERALL OBJECTIVE: Students will develop interest and skills in track and field activities.**

**Objective 1:** *Students will demonstrate the following track and field skills during class participation: sprinting, endurance running, and long jump.*

Activities:

- Beanbag Races - Break class into groups. Two groups will compete against one another at a time. Place two hula-hoops approximately 60 feet apart. One beanbag is placed in the hoop nearest the students. On the word “go”, or a whistle blast, the first runner in line grabs the beanbag and runs to place it in the other hoop. The runner returns to the line and tags the second runner. The second runner races to the beanbag, grabs it, returns to the first hoop, drops the beanbag in and tags the third runner. The race continues until all runners have gone through twice.  
Equipment Required: Two hula-hoops and one beanbag per group of students.
- Scottish Mile – All students will begin running at about half-pace. On each whistle blast or vocal command, the last runner in line will sprint to the front. The run continues until all students have sprinted to the lead at least once.
- Long Jump Takeoff Practice – Students start one step away from “takeoff” line. One step is made and the student “takes off” from one foot, jumps as far as they can, and lands with both feet together. Through this activity, students will decide which foot they are more comfortable jumping from. Increase the number of run-up steps, and have the students continue practicing one-foot takeoffs and two-foot landings.

**OVERALL OBJECTIVE: Students will develop an interest and skills in Frisbee.**

Objective 1: Students will demonstrate the following Frisbee skills during class participation: throwing and catching.

Activities:

- Frisbee Tag: Students will play tag by tagging students with the Frisbee properly thrown or by touching someone with the Frisbee.  
Equipment Required: Flying Flippers or Foam Frisbees
- Frisbee Relay: Split each team into two lines facing each other an appropriate distance apart. The first student throws Frisbee to first team member across from him and returns to end of line. That student catches or retrieves the Frisbee and throws it back. Relay continues until each team member has thrown and caught the Frisbee two times.  
Equipment Required: Foam Frisbees or regular Frisbees

**OVERALL OBJECTIVE: Students will develop an interest and skills in stunts and tumbling.**

**Objective 1:** *Students will demonstrate the following gymnastic or tumbling skills during class participation: forward roll, tripod, headstand, handstand, log roll, crab walk, backbend, and shoulder stand.*

Activities:

- The student will demonstrate a tripod by doing the following steps. From a kneeling position place their hands on a mat at least shoulder width apart. Bend their elbows and spread their fingers apart. Place head on the mat forward of the hands to form a triangular base. Lift the hips upward by extending the legs and place one knee at a time on the elbows. Point toes toward the ceiling. Hold for three seconds then come down one leg at a time.  
Equipment Required: floor mats or other padded surface
- The student will demonstrate a headstand by doing the following steps. From the tripod (listed above), slightly arch the back and bring the knees together. Extend the legs slowly to an inverted position while slowly shifting the hips forward so the body will have a slight arch. Hold for three seconds then come back down.  
Equipment Required: floor mats or other padded surface
- The student will demonstrate a handstand by doing the following steps. Lift the arms overhead while simultaneously lifting one leg slightly. Step forward onto that leg bending the knee slightly. Place hands on the mat in front of the shoulders. Swing the back leg backward and upward. Immediately follow with a strong push from the front leg until the body is completely inverted. Hold for three seconds, and then bring one leg back to the floor then the other.  
Equipment Required: floor mats or other padded surface
- The student will demonstrate a backbend by doing the following steps. Start lying on the floor face up. Place the heels by the hips and hands under the shoulder with the fingers pointed towards the shoulders. Push with hands and hips simultaneously to push body up into a backbend position. Then allow the body to slowly come back down to the mat.  
Equipment Required: floor mats or other padded surface
- The student will demonstrate a shoulder stand by doing the following steps. The students will lie on the floor face up. Place their elbows on the floor. Lift their legs toward the ceiling placing the hands above the hips to balance their body. Bring their body back to the floor when done.  
Equipment Required: floor mats or other padded surface

**OVERALL OBJECTIVE: Students will develop an interest and skills in balance beam activities.**

**Objective 1:** *Students will demonstrate these balance beam skills during class participation: straddle seat, step-on mount, squat turn, and pivot turn.*

Activities:

- The student will demonstrate the straddle seat by doing the following steps. Stand facing the beam (toward the middle); place both hands across the beam with fingertips facing away from the body. Jump to a front support with straight arms, upper thighs resting on the beam. As the right leg is lifted sideways, up and across the beam to a straddle position, shift the weight to the right hand and turn the left hand across the beam so that the heels of the hands are together. The lift the left leg to complete the straddle position on the beam.  
Equipment Required: low balance beam or standard balance beam.
- The student will demonstrate the step-on mount by doing the following steps. Approach the balance beam from an angle, swing the inside leg forward and upward onto the beam, followed by the outside leg. (Leg action is very similar to the scissors kick in the high jump.) Put the second foot on the beam slightly in front of the first. Extend legs when kicking but immediately tuck in order to land in a squat position Upper body must be slightly forward to allow momentum to carry the body onto the beam.  
Equipment Required: low balance beam or standard balance beam.
- The student will demonstrate the squat turn by doing the following steps. Assume a deep squat position on the beam. Be on the balls of the feet with one foot slightly in front of the other and hips directly above feet. Keep shoulders and head up with slight arch to the back. Hold arms out at the sides. Lift the body very slightly and pivot a half turn (180 degrees) on the balls of the feet. Eyes should spot on the other end of the beam while turning.  
Equipment Required: low balance beam or standard balance beam.
- The student will demonstrate the pivot turn by doing the following steps. Stand with one foot slightly in front of the other foot on the balls of the feet. Keep the body erect, head up, and shoulders relaxed. Start the turn with the hips and shoulders and squeeze the inner thighs or knees together for balance. Pivot a half turn (180 degrees) and end up facing the opposite direction.  
Equipment Required: low balance beam or standard balance beam.

**OVERALL OBJECTIVE: Students will develop an interest and skills in basketball.**

**Objective 1:** *Students will demonstrate the following basketball skills during class participation: dribbling, passing, and shooting.*

Activities:

- Pac-Man: Using the lines on the gym floor, have each student dribble on any of the solid lines on the floor. If a student comes in contact with another student, he/she must turn around and go the opposite direction and must dribble with the opposite hand.  
Equipment Required: one basketball per student, a large open area with lines or markings on the floor
- Name Game: In small groups, students will practice passing the ball to each student while calling out their name. Students in each group will line up with one student in front of the others with a ball. On the cue from the teacher, the student with the ball will pass the ball to the first person in the line while calling out their name. That student will then pass the ball back to the original passer who will then pass to and call the name of the next person in line. This will be repeated until the passer has passed to all students in the line. After the first passer completes the line, he/she goes to the end of the line and the first person in the line is now the next passer.  
Equipment Required: one basketball per group
- One Step Lay-ups: divide the class into even groups one per available basket. At each basket, all of the students, one at a time, will take one step lay-ups using the proper footwork and concentrating on using the proper hand as well. As students become more proficient, can be expanded to include two steps and then with dribbling. In addition, have the groups keep track of how many lay-ups they can make in a specified amount of time.  
Equipment Required: one basketball per student, at least two baskets

**OVERALL OBJECTIVE: Students will develop an interest and skills in volleyball.**

**Objective 1:** *Students will demonstrate the following volleyball skills during class participation: bumping, setting, spiking, and serving.*

Activities:

- **Bumping Against a Wall:** With a partner, student 1 tosses the volleyball (so it drops below the waist) to student 2, who then bumps the volleyball using a forearm pass at an eight-foot line on the wall. After ten tosses, the partners change places.  
Equipment Required: one volleyball per partner group, plenty of wall space
- **Setting Against a Wall:** On a signal, have students toss a volleyball against a wall and set pass the ball on the rebound as many times as possible in thirty seconds.  
Equipment Required: one volleyball per student, plenty of wall space
- **Spiking Against a Wall:** In partners, student 1 tosses the volleyball (high) to student 2, who spikes the ball down toward the base of the wall. After ten tosses, the partners change places.  
Equipment Required: one volleyball per partner group, plenty of wall space
- **Serving Against a Wall:** Students stand twelve feet from a wall and serve a volleyball, aiming above an eight-foot on the wall. Each student should try five underhand and five overhand serves to determine his or her most accurate serving method. Have students repeat ten more serves using the preferred serve.  
Equipment Required: one volleyball per student, plenty of wall space

**OVERALL OBJECTIVE: Students will develop an interest and skills in soccer.**

**Objective 1:** *Students will demonstrate the following soccer skills during class participation: dribbling, passing, shooting, goaltending.*

Activities:

- **Dribble Escape:** Each player has a soccer ball and on signal begins to dribble around the field. Two players without soccer balls are designated as “chasers” who attempt to kick the ball away from the others. Any player whose ball is kicked by the chaser also becomes a chaser after removing their soccer ball from the playing field. Continue until all players have become chasers.  
Equipment Required: Large open space, 1 soccer ball per student
- **Chip Away:** Students each have a soccer ball and are distributed around a hoop on the ground. (Approximately 20 feet away.) The object is to chip (pop-up kick, like a golf chip) the soccer ball into the hoop as many times as possible.  
Equipment Required: Large open space, 1 soccer ball per student, hoops
- **Shoot the Cones:** Set up a field 20 by 35 yards with a safety zone at each end of the field; place 5 cones in each safety zone. Divide the class into two teams, each

with several soccer balls. The object of the game is to be the first team to knock over the opponent's cones by using soccer shooting from outside the safety zone. Players may retrieve balls from the other side of the zone and return them to the playing field.

Equipment Required: Large open space, 10 cones, 6 soccer balls

- **Goaltending Drill:** Set cones 8 yards apart. In partners, a student practices defending the goal as the other student dribbles and attempts to score on the goaltender. (No long shots allowed.) After a score or save, players switch roles. Each save is worth 1 point; the student with the most points wins.

Equipment Required: Large open space, 2 cones and 1 ball per pair of students

**OVERALL OBJECTIVE: Students will develop interest and skills in flag football.**

**Objective 1:** *Students will demonstrate the following flag football skills during class participation: throwing to stationary and moving targets, catching while stationary and in motion, and punting.*

Activities:

- **Stationary Throwing** – Teacher will show students the proper way to hold and throw a football. Emphasize throwing a “spiral” and hitting a receiver “between the numbers”. Students will practice throwing a football to one another at varying distances. Start with a distance of five yards and gradually increase as students begin to show mastery to about 20 yards.  
Equipment Required: One football per pair of students. (Nerf or soft footballs work best with beginners).
- **Stationary Catching** - This activity works in tandem with Stationary Throwing. Teach students to watch flight of ball until it is caught. Emphasize to students to catch the front of the football as it reaches them. Also emphasize catching with the hands, rather than catching with the body. Students will need to move somewhat to catch errant throws.  
Equipment Required: One football per pair of students. (Nerf or soft footballs work best with beginners).
- **Passing to a Moving Target and Catching While in Motion** – Demonstrate for students the “button hook” pattern. This is a short run from the thrower of about 15 yards and then a turn to run back to the thrower. At the point that the “receiver” makes his or her turn at 15 yards, the passer should throw the football to a spot about ten yards away where the receiver will be when the football gets there. Have a student run the pattern and demonstrate “leading” the receiver by throwing the ball at the proper time. Break students into groups and have them rotate through with each being the passer and the receiver.

Equipment Required: One football per group of students, (Nerf or soft footballs work best with beginners).

- Drop-Kicking (Punting) – Demonstrate the proper technique in drop kicking a ball. A football is not necessarily the best type of ball to use when introducing this to kids for the first time. A soft playground ball or even a foam ball may be best. Students will hold the ball out in front of them at around neck height. Ball is dropped while dominant foot is brought up in a kicking motion. Emphasize optimal points of striking on the foot and on the ball.

Equipment Required: One football per group of students, if younger students, a soft foam ball or playground ball may be substituted at beginning stages.

**OVERALL OBJECTIVE: Students will develop an interest and skills in hockey.**

**Objective 1:** *Students will develop the following hockey skills during class participation: puck handling, passing, shooting.*

Activities:

- Hockey Slalom Drill – A series of cones is set up in a straight line with about five feet between each cone. Students are given a floor hockey stick, and a floor hockey puck. On the whistle blast, the first student moves the puck in a weaving motion through the cones using a left-handed grip. Upon reaching the last cone, he or she will return through the cones in the same fashion using the opposite handed grip. Emphasis should be on student’s use of both left and right-handed stick control.

Equipment Required: Floor hockey sticks, floor hockey puck, and about six cones.

- Passing Drill – Six students stand in a circle with floor hockey sticks. One puck is distributed to each circle of students. On the whistle blast, the students begin passing the puck around the circle using right-handed grip on sticks. At the second whistle blast, the students switch to a left-handed grip and continue passing around the circle. The third whistle blast ends the passing drill.

Equipment Required: Floor hockey sticks, floor hockey pucks.

- Shooting Drill – A floor hockey goal is placed at one end of the gym. Five floor hockey pucks are placed in a line about ten feet out from the goal. Each student gets five chances to shoot the pucks into the net. First time through the students shoot right-handed, and the second time through they shoot left-handed. This activity can be modified by using a time limit and moving the pucks to more difficult locations on the floor before shooting. A points game can also be played by dividing the class in half and shooting at opposite ends of the floor.

Equipment Required: Floor hockey sticks, floor hockey pucks, floor hockey nets.

**OVERALL OBJECTIVE: Students will develop an interest and skills in softball.**

**Objective 1:** *Students will demonstrate the following softball skills during class participation: throwing, catching, and batting.*

Activities:

- **Playing Catch:** Have students use regulation softballs and gloves to play catch with their partners. Partners start only ten feet apart, but eventually they move farther back. Throwers should vary tosses above and below the waist. Emphasize that the throwing partner should focus on the target of the receiver's glove. The receiver should vary the target by shifting the glove's position every other throw. Again, have the catcher "give" with each throw and concentrate on correct glove placement (fingers up or down). Students should take a couple steps before throwing the ball as the distance between the partner's increases. Require partners to catch ten, twenty, and twenty-five catches consecutively.  
Equipment Required: one glove per student, one ball per partner group, large open area outside
- **Wiffle Ball Batting:** Put students into small groups of five or six. Assign one batter per group. Have the batter hit ten Wiffle balls off the batting tee and the other students (the fielders) retrieve the balls using gloves. Switch roles.  
Equipment Required: one glove per student, at least one Wiffle ball per group, one Wiffle ball bat, one batting tee, plenty of outdoor space

Grade Level: 3—5

**Scope & Sequence Topic: Rhythms, Dance & Creative Expression**

**OVERALL OBJECTIVE: Students will develop an interest, skills, and creative expression.**

**Objective 1:** *Students will demonstrate mastery in the following fundamental movements: locomotor, nonlocomotor, and manipulative.*

Activities:

- Students will perform lummi stick, tininkling, or jump band activities.  
Equipment Required: lummi sticks, tininkling poles, jump bands
- Students will perform partner copycat activities using locomotor movements .  
Ex. Walk 8 counts, Hop 4 counts, Jump 4 counts

**Objective 2:** *Students will demonstrate creative movement to music*

Activities:

- Divide students into groups of 4 to 5. Students create 4 or more different movements into a routine which they perform together.
- Divide students into small groups. Student groups choreograph one minute of music.

Equipment Required: CD's, tapes

**Objective 3:** *Students will demonstrate fundamental aerobic dance movements and perform them with rhythmic cadence.*

Activities:

- Review basic movement activities in place.  
Equipment Required: Exercise CD's videos, DVD's
- Use an exercise CD/video that students follow.  
Equipment Required: Exercise CD's, videos, DVD's

**Objective 4:** *Students will demonstrate fundamental folk dance movements.*

Activities:

- Join hands and move clockwise and counterclockwise while walking, skipping, sliding, jumping, grapevine, etc.
- Folk Dances: Patty Cake Polka, Irish Jig, Pop Goes the Weasel, Hora, Cotton-Eyed Joe, Chimes of Dunkirk  
Equipment Required: CD's and Tapes  
Resources: Folk Dance Fun (CD), All Time Favorite Dances (CD), World of Folk Dance (CD)

**Objective 5:** *Students will demonstrate knowledge of basic square dance calls and basic square dance movements.*

Activities:

- Put students into squares and teach the basic square dance calls and positions.

- Perform the dance with the teacher calling the moves.
- Perform the dance to the music.

Equipment Required: CD's and Tapes

Resources: World of Folk Dance (CD)

**Objective 6:** *Students will demonstrate basic line dance steps.*

Activities:

- Students stand side by side and practice Bunny Hop steps.
- Students line up single file with hands on shoulders and perform the Bunny Hop to music.

Equipment Required: CD's and Tapes

Resources: All Time Favorite Dances (CD)

**Objective 7:** *Students will demonstrate basic rope jumping skills.*

Activities:

- Students jump-rebound-jump with music .
- Students perform increasingly advanced steps while jumping

Equipment Required: short ropes

- Students enter and exit while a long rope is being turned.

Equipment Required: long rope

Resources: Jump Rope for Heart (American Heart Association)

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**Scope & Sequence Topic: Personal Fitness & Healthy Active Lifestyle**

<p><b>OVERALL OBJECTIVE: Students will develop attitudes and activities that will promote a healthy lifestyle.</b></p>
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**Objective 1:** *Students will develop cardiovascular endurance.*

Activities:

- Students will complete a half-mile (1/2) walk/run as prescribed by the President's Challenge or Physical Best.  
Equipment required: flat running surface/course, stopwatch
- PACER (Progressive Aerobic Cardiovascular Endurance Run): Students will increase cardiovascular endurance by increasing their pace over a 20 meter area as prescribed in Physical Best.  
Equipment required: Cassette/CD player with tape/CD of pre-recorded beats available from Physical Best; marker cones, measuring tape, non-slippery surface at least 20 m. long

**Objective 2:** *Students will demonstrate an increase in overall muscular strength by increasing posture, low-back strength, and pelvic alignment through increased abdominal strength.*

Activities:

- Students will count the maximum number of curl-ups (sit-ups) that can be completed in 1 minute as outlined in the President's Challenge.  
Equipment required: stopwatch, cushioned surface, partner/counter
- Students will count the number of curl-ups performed in a rhythmic fashion (75 seconds maximum) as prescribed in Physical Best.  
Equipment required: cushioned surface, cassette/CD player, PACER music
- Students will perform as many partial curl-ups as can be completed as prescribed in the President's Challenge.  
Equipment required: stopwatch, cushioned surface, partner/counter

**Objective 3:** *Students will demonstrate an increase in overall muscular strength by improving functional health and correct posture through increased upper body strength.*

Activities:

- Students will count the maximum number of push-ups that can be performed at a rhythmic pace as prescribed by the President's Challenge or Physical Best.  
Equipment required: cushioned surface
- Students will count the maximum number of pull-ups that can be completed as prescribed in President's Challenge or Physical Best.  
Equipment required: horizontal bar (approx. 1 1/2 inch in diameter) at a height from which student can hang with arms fully extended with feet off floor
- Students will be timed on how long they can maintain the flexed-arm hanging position as prescribed in the President's Challenge or Physical Best.  
Equipment required: horizontal bar (same as previous activity)

**Objective 4:** *Students will demonstrate the functional health and range of motion to maintain adequate joint flexibility.*

Activities:

- Students will show lower back and hamstring flexibility by reaching as far as possible with the fingertips as prescribed in the President’s Challenge “Sit and Reach” activity.  
Equipment required: floor mats, measuring scale or meter stick, box (12 inches high)
- Students will show hamstring flexibility by reaching as far as they can to one side of the body at a time as prescribed in Physical Best.  
Equipment required: floor mats, measuring scale, box (12 inches high)

**Objective 5** *Students will evaluate overall fitness and wellness based on body composition. (Optional)*

Activities:

- Students will determine Body Mass Index as prescribed in the President’s Challenge or Physical Best.  
Equipment required: scale with height and weight, manual from President’s Challenge or Physical Best
- Students will measure a skin fold at the tricep or calfskin to calculate the percent of body fat as prescribed in Physical Best.  
Equipment required: skin fold caliper

**OVERALL OBJECTIVE: Students will develop and demonstrate skills related to personal fitness.**

**Objective 1:** *Students will demonstrate an increased level of agility.*

Activities:

- Have students perform the “Shuttle Run” as prescribed in the President’s Challenge.  
Equipment Required: 2 small wooden blocks or **clean** chalkboard erasers, stopwatch, gym floor with lines
- Set up an agility-focused obstacle course using monkey bars, slides, play structures, etc. on the playground or various portable equipment on the gym floor.

**Objective 2:** *Students will demonstrate an overall increase in speed.*

Activities:

- Students will run a timed 50 yard dash.  
Equipment Required: stopwatch, flat, straight surface
- Students will run a timed 100 yard dash.  
Equipment Required: stopwatch, flat, straight surface

**Objective 3:** *Students will demonstrate an increase in overall coordination.*

Activities:

- Have groups of students design and perform an aerobic routine to music.  
Equipment Required: tape/CD player
- Have students learn to juggle scarves then balls (2 items then 3 items).  
Equipment Required: scarves, various small balls, various large balls

**Objective 4:** *Students will demonstrate an increase in balance.*

Activities:

- Students will perform a balance-focused obstacle course on the playground using monkey bars, play structures, slides, etc. or various portable equipment on gym floor.
- Students will work a low to high ropes course.  
Equipment Required: outdoor professionally constructed and supervised ropes course

**Objective 5:** *Students will improve skill-related power.*

Activities:

- Students will perform a standing broad jump as prescribed in the President's Challenge.  
Equipment Required: measuring tape, mats (optional)
- Have students work on weight machines or free weights **after** being instructed in safe use of equipment.  
Equipment Required: professionally constructed and supervised weight apparatus
- Have students perform a softball throw for distance.  
Equipment Required: softball, measuring tape, large open field