

Grade Level: 6-8

Scope & Sequence Topic: Responsible Behavior

OVERALL OBJECTIVE: Students will demonstrate responsible personal behavior.

Objective 1: *Student will understand his/her own developmental level and work toward a personal knowledge of self.*

Activities:

- Make a list of skills, such as basketball or volleyball skills. After demonstrating proper technique, students will be rated on a pretest to determine current skill level. Have each student track his/her progress towards competency and retest periodically. Discuss progress and what it takes to become more proficient at given tasks.

Equipment Required: List of skills with criterion – with charts for each child to track skill level, pencils, equipment as determined by skill testing

- Have students set appropriate goals for working towards being more physically fit. Children should keep a journal of personal activities leading them to meet their specific goals. Discuss personal rewards gained by achieving those goals.
Equipment Required: journals – folders/notebooks, pencils

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:

- Use Fitness Testing to make students aware of their skill abilities. Keep charts for individuals so that students can compare their achievements from year to year/fall to spring. This also allows students to work towards personal betterment.

Equipment Required: individual charts, fitness testing requirements, board erasers for shuttle run, stopwatch, tape measures, chin-up bar

- Using the Big Brother/Big Sister approach, have older students pair with younger students to practice skills such as toss and catch, long jump, or dribbling. This can be done during physical education classes where a group is invited to join the class, or it can be done during a recess time if both groups are involved at the same time.

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

Activities:

- Use the game Kick the Cockroach to challenge students to eliminate the balls from their area. Divide into 2 teams, separate area in two sections. Using 12 balls try to clear your team's side of all of the balls.
Equipment Required: field/gymnasium, 12 balls
- Use a 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, appropriate equipment, as directions require

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

Activities:

- Playing Frisbee Golf will require honesty in scoring. As the groups work through the course, they each keep their own score and the score of one other individual in their group of 4. Without declaring whose score a person is keeping individuals will not know whether someone else has their score. After the course is completed have students compare scores to check for accuracy. Work towards keeping own score only, even if awards are given for lowest scores.
Equipment Required: flags to mark holes, 1 Frisbee per group, scorecards, pencils
- After educating students about the rules of a simple game such as whiffle ball, teach each student how to umpire that game. While the class plays the game, have the students take turns in officiating—learning to be unbiased and aware of the challenges of showing integrity.
Equipment Required: game supplies, game rules

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

Activities:

- Using peer teaching the class will be divided into small groups. Each student will decide upon a skill he/she can teach the group. This will allow students to share their gifts with their classmates, as well as have students value one another's gifts.

Equipment Required: paper & pencil to write out teaching plan, other equipment will depend upon students' skill lessons

- Students will perform, during class time, in a physical education talent show. The activities shown must use physical education skills. Students will take the time to practice their skills, use their talent to share with the audience, and learn the importance of sharing their treasure to glorify God.

Equipment Required: paper & pencil to write out teaching plan, other equipment will depend upon students' skill lessons

OVERALL OBJECTIVE: The student will demonstrate responsible social behavior.

Objective 1: *The student chooses to be totally involved in the activity undertaken by the group, cooperating with each other.*

Activities:

- Group Loops is a cooperative activity. Using a large band students make a circle holding on to the band. Without releasing the band students are to lean back without falling, have every other person step over the band, and/or turn the group inside out.
Equipment Required: large band (not elastic)
- Using a parachute, do activities such as gripping with one hand to raise and lower the parachute or keep a ball on the parachute. Other activities can also show cooperation, such as having students trade places before getting caught under the parachute or having students sit under the parachute while keeping the airflow even.

Equipment Required: parachute, ball(s)

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

Activities:

- Eagles Nest is a game that requires students to “steal” the other team’s “eggs”. The team that is able to get all of the eggs (softballs work well) at one time wins. The field is divided into two areas with the nest (hula hoop) equally distanced from the center of the field. Teams must steal the eggs without being tagged

(tagging requires the person to return to their side; if the tagged person has an egg they must return the egg and hand over one of the eggs from their nest).

Equipment Required: 2 hula-hoops, 12 softballs – six per team

- Setting up a tournament within the class will require students to perform at their best level. Awards help students desire to work towards a goal.

Equipment Required: equipment will depend upon the chosen activity

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

Activities:

- Using the rules of Team Handball, students will play the game. This game requires students to follow the rules without hesitation in order to keep the game moving. The teacher will officiate or have student officials to track the group's consistency in following the rules. Teams will "win" when rules are followed without intervention.

Equipment Required: ball (Nerf or playground), goal area (wall mats work well), pinnies

- Students will be educated on the rules of a new game, such as Speedball or Field Hockey. Before playing full games, the teacher will lead the students through the process of discovering the purpose and need for the rules—giving examples of not following the rules. Once the process is complete, a written test can be given.

Equipment Required: rules listed for each student, other equipment will depend upon chosen game

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

Activities:

- The teacher will show and discuss a videotape of unsportsman-like behaviors by players, coaches and fans. In the discussion the teacher will point out the poor behaviors, discuss what may lead up to the behaviors, and alternative – respectful - methods of dealing with the problems.

Equipment Required: video with clips of unsportsman-like behaviors, VCR/television

- Discuss issues such as teammate's inappropriate comments, parent's negative comments, fan disruptions, frustration with officials, and disappointment with one's own performance.

Gr. 6—8

Scope & Sequence Topic: Sports Skills & Lifetime Activities

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

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

Activities:

- **Hula-Hoop Serving:** Place hoops around court on receiving side of net. Starting at the net and moving backwards as they obtain points by having ball land inside hoops when they serve.
Equipment Required: one tennis racket per student, one tennis ball per student, hula-hoops – as many as desired
- **Partner Practice:** Stand fifteen feet away from each other. Partner tosses ball to partner who uses forehand or backhand to return ball. Catch/stop ball upon return. Do sequence of five and then rotate.
Equipment Required: one tennis racket per student, one tennis ball per partner group

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, long jump, triple jump, shot put, discus, and relays.*

Activities:

- **Baton Pass** – Single-file teams of runners maintain a half-pace around the course. A baton is passed from the rear of the line to the front. When the lead runner receives baton, that runner heads to the back of the line and starts the passing again. Activity should continue until all runners have been at the tail of the line at least once.
Equipment Required: One relay baton per team of runners.
- **Triple Hoop Jump** – Students line up into “follow-the-leader” fashion. A set of three hoops is placed in a line ahead of the line of students. Students practice hopping from one foot and landing on that foot into the first hoop, stepping onto

the opposite foot into the second hoop, and jumping from that foot onto both feet in the third hoop. (Could be adapted into a triple jump relay.)

Equipment Required: Three hula-hoops per group of students.

- **Softball Shot-put** –

Step 1: Assist student to position ball next to and under chin with elbow up, parallel to shoulder.

Step 2: Student will turn to face opposite from target area.

Step 3: To begin throw, student will turn upper body counter-clockwise without lifting feet.

Step 4: Student will push ball away from neck (putting) at as near a 45-degree angle from the ground as possible using as much force as possible.

Step 5: (optional) Student may be taught more advanced glide-step techniques.

Equipment Required: Softball or very lightweight shot put.

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 aiming.*

Activities:

- Target Practice: Set cones for short and long throwing distance. Divide students into groups with throwers and retrievers. Throwers take 4 throws at a cone then switch positions.

Equipment Required: Large open space, cones, Frisbees

- Frisbee Golf: Place hoops at various distances on the field and place a cone in the center of each hoop. Affix numbers to cones. Use jump ropes to signify tee-off areas for each hole and mark with corresponding number. Divide the class into pairs that will alternate throws per hole. (Limit six throws per hole.) Score each hole as one score and then total the holes for pair score.

Equipment Required: Large open space, hoops, cones, jump ropes, number signs, Frisbees, score cards, pencils

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

Objective 1: *Students will demonstrate the following gymnastic or tumbling skills during class participation: tripod, headstand, handstand, back bend, shoulder stand, cartwheel, round off, and forearm stand.*

Activities:

- The student will demonstrate the cartwheel by doing the following steps. Facing forward, lift arms overhead while lifting the left leg. Step forward onto the left foot (bent knee) while shifting the weight to that foot. Place the left hand on the mat with fingers pointed to the left side of the body (hand placement is to be directly in front of the body). Forcefully swing the right leg upward immediately following with a strong push from the left foot. (The legs should stay straddle through the entire skill.) As the body executes a 90-degree turn, the right hand is placed on the mat 14-18” from the left hand. Push off the mat with the left leg with a slightly bent knee. As the left foot contacts the mat, the right leg should be in motion with a backward swing. The right leg extends and the upper body is raised. The entire body ends up facing 90 degrees to the right of the starting position.

Equipment Required: floor mats or other padded surface

- The student will demonstrate a round off by doing the following steps. Facing forward, step onto the left foot, bending the knee slightly. Swing right foot forcefully backward, and begin a pushing action with the left foot as the left hand contacts the mat in a direct line with the body, with fingers pointing to the left side of the body. Immediately place the right hand on the mat 5” from the left with fingers facing to the left. As body passes through a handstand position, it will complete a 180-degree turn. Force the legs together while inverted, and as the body is overbalanced, push hard with both hands and shoulders. Flex hips, force feet close to hand placement, and lift the upper body. As feet contact the mat immediately jump and lift vertically.

Equipment Required: floor mats or other padded surface

- The student will demonstrate a forearm stand by doing the following steps. Kneeling on the mat place the forearms on the mat, shoulder width apart, and parallel to each other. Shifting the weight to their arms kick one foot backwards and upwards. Bring the other leg up to the first using the momentum of the first to bring it up. Balance in this position keeping the head up looking directly behind the student. Come back down slowly one leg at a time.

Equipment Required: floor mats or other padded surface

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:

- **Hit Away:** Give each student a ball and restrict the space in which they can dribble – usually one third of the court or smaller – with cones. While dribbling, players attempt to knock other players' basketballs away from them. If a player's basketball is knocked outside the restricted area (the cone boundaries) he/she is eliminated from the game and must go to the other half of the court and practice dribbling. The game continues until there is only one dribbler left in the restricted area. The teacher may reduce the size of the area as the game progresses.
Equipment Required: one ball per student, a large open area, cones
- **Weaves:** Have the entire class line up in three lines at one end of the court to perform the three-person weave. Three students run down the court at the same time about ten feet apart from each other. The person in the middle starts the weave by passing the ball to one partner and then following down court behind that person. The partner receiving the ball then passes it to the remaining member of the group and moves behind that person. This pattern continues all the way down the court. Require students to utilize a variety of passes as they weave down the court. After one group completes three passes, start the next group. This will keep the students moving and decrease time spent waiting in line.
Equipment Required: one ball per three students, a large open area
- **Twenty-One:** Divide the class into teams of four and assign two teams to each basket. Mark two designated spots on the floor approximately fifteen feet from the basket. Each member of the team shoots two shots at the basket, one from a fifteen-foot spot of the player's choice and one lay-up. Score two points for making the long shot and one point for making the lay-up, and then return the ball to the next player. Each team should play until it scores exactly twenty-one points. If time allows, teams should start over.
Equipment Required: one ball per group, 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:

- **Bump Ball Relay:** Divide the class into six teams and have each form a line. One player from each team stands opposite the line and on a signal bump passes the volleyball to the first player on the team. The student receiving the bump quickly bump passes it back and runs to the end of the line so the next person in the line can be ready to receive the next pass.

Equipment Required: one volleyball per team, a large open space

- Backboard-Set-Pass: Divide the class into teams of six players. One player is the leader who stands under a basketball backboard and tosses the volleyball to the first team member. The player receiving the ball set passes the volleyball and attempts to hit the backboard. That player then goes to the end of the line so the next team member can receive the toss from the team leader. After two minutes, two new teams take their places by the backboards and begin the next round. The teams that are waiting for a turn at the backboard-set-pass drill form a circle and set pass to each other as many times as possible without letting the volleyball touch the ground. (If more than two backboards are available for use, greater participation is possible.)

Equipment Required: one volleyball per team, at least two basketball backboards

- One-on-One Spiking: Three students line up on one side of the net while three other students stand across the net and toss the volleyball over for the opposite players to spike. If the ball is spiked back over the net, the spiker and receiver reverse their roles. If the ball is missed, the spiker repeats the attempt until successful. After three minutes, six different students rotate in to take their position at the net for a round of play. The groups of students who are waiting a turn at this spiking drill can practice spiking to the wall as their partner tosses the ball to them.

Equipment Required: at least three volleyballs per team, volleyball net and large open space (preferably a volleyball court) on either side of the net

- Target Serving: Divide the class into two groups and mark the two volleyball courts into nine areas (front right, front center, front left, back right, back center, and back left) with different point values per area based on the amount of difficulty needed to serve a ball in that area. Each student serves three times from the serving position, attempting to make the ball land in a high scoring zone. When a turn is completed, the student goes to the receiving side of the net to return the next student's three serves. While waiting for their turn to serve, students can practice the underhand serve and overhand serve motion using a balloon.

Equipment Required: a regulation size volleyball court with net, at least one volleyball per team (more for those teams waiting)

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 Soccer:** Divide the class into 2 teams and distribute pinnies to one team. Using cones, set up 8yard wide goals and goal lines 35 yards apart. Begin the game by throwing the ball in at midfield. The team who controls the ball then dribbles downfield trying to score a goal. The ball may only be advanced by dribbling. Lateral passing to team members is allowed. If the ball is kicked in a forward direction or intercepted, the opposing team gains possession. After each goal, the team that lost the previous point starts the ball.
Equipment Required: Large open area, pinnies, cones, soccer ball
- **Golf Soccer:** Set up six holes on the field each represented by a cone with a flag. Groups of 3 or 4 students start at different holes about 25-50 yards from the hole. Each student advances his ball toward the hole using only a soccer pass. To complete the hole the ball must hit the cone. The object of the game and the basic rules are the same as in golf.
Equipment Required: Large open area, cones, flags, soccer balls
- **Croquet Soccer:** Set up eight pairs of cones with enough space between them to allow a soccer ball to pass through, and spread around the field to form a croquet course. The object is for players to kick a soccer ball through all the cones, in order, as quickly as possible. Divide students into teams, and have players from each team alternate through the course. Just as in croquet, players may knock the other player's balls away from the cones during the game. The first player to successfully complete the course wins.
Equipment Required: Large open area, cones, soccer balls
- **Goaltending Relay:** Set up three cones in a triangle formation; one formation per group of 4 students. The goaltender stands in the center of the triangle. The other 3 players take turns shooting the ball (one at a time) at the goaltender, who attempts to either deflect or collect the ball. After each player has shot the ball three times, players should rotate positions.
Equipment Required: Large open area, cones, soccer balls

<p>OVERALL OBJECTIVE Students will develop interest and skills in flag football.</p>

Objective 1: *Students will demonstrate the following flag football skills during class participation: passing, receiving, punting, and placekicking.*

Activities:

- Passing Accuracy Challenge – A series of hula-hoops or rings is hung at different distances from the throwing line. Students will line up at the throwing line and each has one chance to throw the football through each ring in a time of about 30 seconds. Each student should have at least three chances at this activity. Differentiating amounts of points can be given for successfully throwing the ball through rings at the various distances.

Equipment Required: At least five hula-hoops or other rings and the same number of footballs.

- Quick Move Catching – Teacher will stand about 15 yards from student. On the teacher’s voice command of “left”, or “right” the student will quickly move sideways in the direction as the teacher throws the ball. The idea is for the student to have to move quickly to catch the ball, so it is always thrown ahead of the student in a “leading” fashion. Once the students get the hang of the catching end of the activity, they can move into the throwing position as well.

Equipment Required: One football for every group of students.

- Punt, Pass and Kick Challenge – This activity is designed to measure student’s best distances in the skills of passing, punting, and kicking the football. In an open area, students line up behind the participation line. Out front of the participation line, a series of cones are set up at 25’ intervals to make measuring easier. The first activity is the distance throw. Students walk up to the line and pass the football as far as possible. Each attempt is measured with a measuring tape. In the same way, each student punts from the line and the kicks the football off of a “tee” for distance as well. In kicking from a tee, the football is placed one nose down into a rubber tee and the student is allowed a five-step walkup before kicking the ball. The National Football League sponsors a similar activity, and students scoring very well may be recommended for further competition on a local, state, and possibly a national level. More information can be found online.

Equipment Required: Three or more footballs, a 50’ measuring tape, 8 cones, and a football kicking tee.

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

Objective 1: *Students will demonstrate the following hockey skills during class participation: puck handling, shooting, passing, and goal tending.*

Activities:

- **Puck Handling vs. a Defender:** Students should be divided into groups of two. At one end of the floor, first student handles the puck and attempts to get to the other end of the gym while second student plays defense. The student handling the puck should try to make use of a variety of different moves to try getting past the defender to the other end of the floor.

Equipment Required: one hockey stick per student, one hockey puck per partner group, large floor area

- **One-Time:** The class is divided into two groups. One group forms a line about twelve feet from the goal and is the shooting line. The other group forms a line next to the first line and will be the passing line. The passing line starts with the puck and then passes the puck to the first person in the shooting line. The first

player in the shooting line will then take a shot on goal directly off of the pass. Students switch lines after passing/shooting. For greater participation, more goals can be used with fewer students in each line. A goal tender may be added if desired. Change spots to take the shot from as well.

Equipment Required: one hockey stick per student, one hockey goal (or area marked on a wall of similar size), at least one hockey puck per group

- Passing: Divide the class into four lines at opposite ends of the floor diagonal from each other (two lines each). On the signal of the teacher, the first two students in each pair of lines moves up the floor while passing a puck between them with control. When the students reach the opposite end of the floor, they will then switch lines.

Equipment Required: one hockey stick per student, one hockey puck per partner group, large floor area

- Goal Tending: Divide the class into groups of six students. One of the students in each group will be the goal tender. The other students will alternate taking shots on the goalie from different positions. The goalie can be tending either a real goal or a wall area of similar size. Rotate goalies after all other group members have taken a shot.

Equipment Required: one hockey stick per student, goalie equipment (glove, stick, mask, etc.), at least one puck per group

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

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

Activities:

- Fielding Ground Balls: Using regulation softballs, have partners stand about twenty feet apart and take turns fielding thrown ground balls. One partner fields the ball and then throws it back to the partner. Players should throw the ball to require the fielder to move left and right to catch it. Emphasize to students that they should locate the target and get set before throwing the ball. After five attempts have partners switch roles.

Equipment Required: one glove per student, one softball per partner group, plenty of outdoor space

- Fielding Fly Balls: In groups of three, have one student hit short fly balls with a bat (if possible, otherwise use throws) to a fielder thirty to fifty feet away. The fielder in turn throws the ball to the third student in the group, the baseman. Proper batting form is not crucial. After five balls, rotate positions.

Equipment Required: one glove per student, one bat (if hitting fly balls), one softball per group, plenty of outdoor space

- **Batting a Pitched Ball:** Assign students to groups of three, each consisting of a batter, pitcher, and fielder. The pitcher stands about fifteen feet away from the batter at a forty-five degree angle and tosses a Wiffle ball out in front of plate to the batter. The batter hits and the fielder retrieves the balls. After the batter hits ten pitched balls, the students rotate positions. If space allows, switch to regulation balls. You can have the batter hit the Wiffle balls into a backstop, fence, or any solid surface (this makes for more time hitting the balls and less time retrieving them.)
Equipment Required: one glove per student, one bat, one Wiffle ball per group, large outdoor space, a home plate if available

Grade Level: 6-8

Scope & Sequence Topic: Rhythms, Dance & Creative Expression

OVERALL OBJECTIVE: Students will develop an interest, skills, and creative expression in various rhythmical activities.

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

Activities:

- Students perform lummi stick, tininkling, or jump band activities of increasing difficulty.
Equipment Required: lummi sticks, tininkling poles, jump bands
- Students perform basic marching direction cues. (forward march, about face, etc)

Objective 2: *Students will demonstrate mastery of fundamental aerobic dance movements and perform them with rhythmic cadence.*

Activities:

- Use an exercise CD/video that students follow.
Equipment Required: CD's , videos, DVD's
- Students create an aerobic exercise routine and teach it to the class.
Equipment Required: CD's, DVD's

Objective 3: *Students will demonstrate fundamental folk dance movements.*

Activities:

- Folk Dances: Ten Pretty Girls, Virginia Reel
Equipment Required: CD's and Tapes
Resources: Folk Dance Fun (CD), All Time Favorite Dances (CD)
- Perform simple folk dances to popular music. (See PK-2 and 3-5 list)
Equipment Required: popular CD's

Objective 4: *Students will demonstrate line dance steps of increasing duration and difficulty.*

Activities:

- Students perform various line dances (Electric Slide, Cha-Cha Slide, Macarena, etc.) as teacher gives verbal cues
- Students perform various line dances to popular music.
Equipment Required: CD's

Objective 5: *Students will demonstrate basic social dance steps.*

Activities:

Teach box step and turning box step (Waltz) in the following progression:

- Stand side by side
- Face partner
- Join hands with partner
- Perform to music
Equipment Required: music
- Teach the basic polka step (step, together, step, hop) in the following progression:
 - Stand side by side
 - Face partner
 - Join hands with partner
 - Perform to music
Equipment Required: music

Objective 6: *Students will demonstrate rope jumping skills of increasing duration and difficulty.*

Activities:

- Students create rope jumping routines to music.
Equipment Required: short ropes, music
- Students perform double dutch long rope activities.
Equipment Required: long rope

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Scope & Sequence Topic: Personal Fitness & Healthy Active Living

OVERALL OBJECTIVE: Students will develop attitudes and activities that will promote a healthy lifestyle.

Objective 1: *Students will develop cardiovascular endurance.*

Activities:

- Students will complete a one mile 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 of 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