Youth Physical Activity Lesson Plans

Cooperative Extension, College of Agriculture & Life Sciences, the University of Arizona

Arizona 4-H utilizes numerous physical activities to engage the youth to lead productive healthy lifestyles. While certainly not inclusive of all activities, this publication is the beginning of what promises to be an actively changing document for all to use. These lesson plans were developed to provide adult and youth ideas for including physical activity in their regular day.

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ARIZONA COOPERATIVE EXTENSION

Youth Physical Activity

Lesson Plans

AZ 1408
May 2007

THE UNIVERSITY OF ARIZONA.
College of Agriculture and Life Sciences

Youth Physical Activity

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Contributors

Marilynn Johnson, Retired Family and Youth Development Agent, University of Arizona, Arizona Cooperative Extension - Santa Cruz County, 3241 N. Grand, Suite 6, Nogales, AZ 85621, 520-281-2994, FAX 520-281-2985.

Vanessa A. Stanford M.S., R.D., C.S.C.S., Research Specialist, Sr, University of Arizona, Department of Nutritional Sciences, 118 Shantz, PO Box 210038 Tucson, Arizona 85721, (520)626-4920, Fax: (520)621-9446.
Email-stanford@u.arizona.edu

Robin Cameron – Cooper, Instructional Specialist, University of Arizona, Arizona Cooperative Extension, La Paz County, P.O. Box 3485, Parker, AZ 85344. (928) 669-9843 Fax (928) 669-9763. E-mail: robincc@cals.arizona.edu

Scott Going, PhD. Professor, University of Arizona, Department of Nutritional Sciences, Shantz 238, PO Box 210038 Tucson, Arizona 85721, (520)621-4705, Fax: (520)621-9446. Email-going@email.arizona.edu

Kim Gressley, 4-H Youth Development Agent, University of Arizona, Arizona Cooperative Extension, Pinal County, 820 E. Cottonwood Lane, Bldg. C, Casa Grande, AZ 85222. (520)648-0808 Fax: (520)648-0809. E-mail gressley@ag.arizona.edu

Daniel A. McDonald, Ph.D., Area Assistant Agent/Assistant Regional Specialist, Pima County Cooperative Extension , Family and Consumer Sciences, University of Arizona, P.O. Box 210033, Tucson, AZ 85721-0033. Phone 520-626-5161 and FAX 520-621-5849 .E-mail mcdonald@ag.arizona.edu

Linda Masters, Acting County Extension Director, Extension Indian Reservation Program, Agriculture and Natural Resources and 4-H Agent, University of Arizona, Arizona Cooperative Extension, La Paz County, P.O. Box 3485, Parker, AZ 85344. (928) 669-9843 Fax (928) 669-9763. E-mail: lmasters@ag.arizona.edu

Curtis Peters, 4-H Youth Development Agent, University of Arizona, Arizona Cooperative Extension, Pima County, 4210 N. Campbell Avenue, Tucson, AZ 85719.
(520) 626-5161/Fax (520) 626-5849. E-mail cpeters@ag.arizona.edu

Brent Strickland, 4-H Youth Development Agent, University of Arizona, Arizona Cooperative Extension, La Paz County, P.O. Box 3485, Parker, AZ 85344. (928) 669-9843 Fax (928) 669-9763. E-mail: bstrick@ag.arizona.edu

Darcy Tessman, Extension Agent, 4-H Youth Development, University of Arizona, Cooperative Extension – Cochise County, 1140 N. Colombo, Sierra Vista, AZ 85635, (520) 458-8278 ext. 2140, (520) 458-5823 fax. E-mail dtessman@ag.arizona.edu

The University of Arizona
College of Agriculture and Life Sciences
Tucson, Arizona 85721

Contact:
Daniel A. McDonald, Ph. D.
mcdonald@email.arizona.du

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INTRODUCTION

"One of the most significant concerns from a public health perspective is that we know a lot of children who are overweight grow up to be overweight or obese adults, and thus at greater risk for some major health problems such as heart disease and diabetes," said CDC director Dr. Julie Gerberding. "One critical answer to this problem is that we all must work together to help our children make physical activity a life-long habit."

The data on children also show: Non-Hispanic black and Mexican-American adolescents ages 12-19 were more likely to be overweight (24 percent) than non-Hispanic white adolescents (13%). Mexican-American children ages 6-11 were more likely to be overweight (24%) than non-Hispanic black children (20%) and non-Hispanic white children (12%). In addition, the data show that another 15% of children and teens ages 6 to 19 are considered at risk of becoming overweight (a BMI-for-age from the 85th to the 95th percentile).

Healthy Arizona 2010 (Arizona Department of Health Sciences, 2001) states that regular physical activity:

- Increases muscle and bone strength.
- Increases lean muscle and helps reduce body fat.
- Aids in weight control and is key to any weight loss effort.
- Enhances psychological well being and reduces the risk of developing depression.

Diabetes is the seventh leading cause of death in the United States. The diabetic mortality rate in border regions is at least 50% higher. 15.7 million people of the US population have diabetes. A 1998 study from the University of Arizona discovered that diabetes is much more prevalent in the US-Mexico border region than the rest of the US. The good news is the onset of diabetes can be prevented with good nutrition and exercise. Nutrition and exercise combined can help to maintain blood-sugar levels a close to normal. Educating our community about nutrition and exercise can make the difference.

Arizona 4-H utilizes numerous physical activities to engage the youth to lead productive healthy lifestyles. While certainly not inclusive of all activities, this publication is the beginning of what promises to be an actively changing document for all to use. These lesson plans were developed to provide adult and youth ideas for including physical activity in their regular day.

References

Greberding, Julie L., M.D., M.P.H. (2003, February 17) CDC's Role in promoting healthy lifestyles. In Centers for Disease Control. Retrieved July 14, 2004 from http://www.cdc.gov/washington/testimony/ob011703.htm

Humphrey, George. (2001, January 23) UA College of public health awarded $1.7 million for prevention and control of diabetes in border communities. In University of Arizona Health Sciences Center. Retrieved July 14, 2004 from http://www.ahsc.arizona.edu/opa/news/jan01/border.htm

Prevalence of overweight among children and adolescents: United States, 1999-2002. (Last reviewed December 16, 2004). In National Center for Health Statistics. Retrieved July 14, 2004 from http://www.cdc.gov/nchs/products/pubs/pubd/hestats/overwght99.htm

Evaluation

Central to any learning activity is the evaluation tool. Some lesson plans have suggested questioning strategies or other tools that the author developed. Additionally, a Physical Activity Lesson Plan Survey was developed by Dr. Dan McDonald, Dr. Scott Going and Vanessa Stanford. It is suggested the leader follow the directions listed below in conducting the survey upon completion of the activity.

The Physical Activity Lesson Plan Survey provides a core set of items program directors may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of

the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion. The second page of the survey helps program directors assess the level of physical activity outside of the program.

When administering this survey to young children, the program director may explain the difference between response items (two smiley faces versus two sad faces) and may need to read each item to the children. The children can then circle or check the appropriate box. Most middle-school youth should have little problem with the reading level.

This evaluation instrument is provided for program development purposes including assessment of the curriculum being used. If the evaluation instrument is used to collect data to conduct research, it is necessary to receive approval through the Human Subjects Committee.

For more information

For more information on conducting program evaluations visit the University of Arizona Cooperative Extension Life Skills Evaluation System at: http://msg.calsnet.arizona.edu/state4h/lifeskills/

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The University of Arizona
College of Agriculture and Life Sciences
Tucson, Arizona 85721

Daniel A. McDonald, Ph.D.
Area Assistant Agent/Assistant Regional Specialist

Scott Going, Ph.D.
Professor

Vanessa A. Stanford M.S., R.D., C.S.C.S.
Research Specialist, Sr.

Contact:
Daniel A. McDonald, Ph. D.
mcdonald@email.arizona.du

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Physical Activity Lesson Plans—Evaluation for Elementary

Today's Date: _____ Age: _____ Name of Activity: _____

Please read the following statements and then mark in the column to the right how much you agree or disagree with the statement by placing a check in the appropriate box.	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
1. This game/activity was a lot of fun.	☺☺	☺	☹	☹☹
2. This game/activity made me breathe harder than usual.	☺☺	☺	☹	☹☹
3. During this game/activity I could really feel my heart beating harder.	☺☺	☺	☹	☹☹
4. I think I will do this game/activity with my friends or family.	☺☺	☺	☹	☹☹
5. Doing this game/activity made me feel good.	☺☺	☺	☹	☹☹
6. This activity was too hard for me.	☺☺	☺	☹	☹☹
7. I learned something new from this game/activity.	☺☺	☺	☹	☹☹
8. This game/activity helped me learn to be part of a team.	☺☺	☺	☹	☹☹
9. This game/activity was just the right amount of time.	☺☺	☺	☹	☹☹
10. Playing this game/activity makes me want to play other games like it.	☺☺	☺	☹	☹☹
11. I can think of other fun ways to play this game/activity.	☺☺	☺	☹	☹☹
12. I was able to play a lot during this game/activity.	☺☺	☺	☹	☹☹
13. It was easy for me to understand how to play this game/activity.	☺☺	☺	☹	☹☹
14. I plan to play this game/activity with someone else.	☺☺	☺	☹	☹☹
15. What would you do to make this game/activity more fun?	☺☺	☺	☹	☹☹

Today's Date: _____ Age: _____ Name of Activity: _____

Instructions: In a typical week, indicate physical activity that you did for at least 10 minutes at a time over a 24 hour period (include activities at home and at school).

	In a typical week, what activity or activities did you do for at least 10 minutes at a time? (check those that apply)	In a typical week, how often did you participate in the checked activity?	On average, how long did you participate in the activity? (indicate average minutes or hours for one bout of activity)	When doing the checked activity did you experience a slight increase in your heart rate and breathing? (circle yes or no)	
				Yes	No
Bicycling	○		Hrs min	☺	☹
Dancing	○		Hrs min	☺	☹
Hiking	○		Hrs min	☺	☹
Rollerblading/ Skating	○		Hrs min	☺	☹
Running	○		Hrs min	☺	☹
Swimming	○		Hrs min	☺	☹
Team sports (i.e. basketball, football, soccer, softball Volleyball)	○		Hrs min	☺	☹
Tennis	○		Hrs min	☺	☹
Walking	○		Hrs min	☺	☹
Weight lifting	○		Hrs min	☺	☹
Yard work	○		Hrs min	☺	☹
Other specify	○		Hrs min	☺	☹

Physical Activity Lesson Plans—Evaluation for Elementary

Today's Date: _____ Age: _____ Name of Activity: _____

Please read the following statements and then mark in the column to the right how much you agree or disagree with the statement by placing a check in the appropriate box.	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
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2. This game/activity made me breathe harder than usual.	○	○	○	○
3. During this game/activity I could really feel my heart beating harder.	○	○	○	○
4. I think I will do this game/activity with my friends or family.	○	○	○	○
5. Doing this game/activity made me feel good.	○	○	○	○
6. This activity was too hard for me.	○	○	○	○
7. I learned something new from this game/activity.	○	○	○	○
8. This game/activity helped me learn to be part of a team.	○	○	○	○
9. This game/activity was just the right amount of time.	○	○	○	○
10. Playing this game/activity makes me want to play other games like it.	○	○	○	○
11. I can think of other fun ways to play this game/activity.	○	○	○	○
12. I was able to play a lot during this game/activity.	○	○	○	○
13. It was easy for me to understand how to play this game/activity.	○	○	○	○
14. I plan to play this game/activity with someone else.	○	○	○	○
15. What would you do to make this game/activity more fun?	○	○	○	○

Instructions: In a typical week, indicate physical activity that you did for at least 10 minutes at a time over a 24 hour period (include activities at home and at school).

	In a typical week, what activity or activities did you do for at least 10 minutes at a time? (check those that apply)	In a typical week, how often did you participate in the checked activity?	On average, how long did you participate in the activity? (indicate average minutes or hours for one bout of activity)	When doing the checked activity did you experience a slight increase in your heart rate and breathing? (circle yes or no)	
				Yes	No
Bicycling	○		Hrs min	○	○
Dancing	○		Hrs min	○	○
Hiking	○		Hrs min	○	○
Rollerblading/ Skating	○		Hrs min	○	○
Running	○		Hrs min	○	○
Swimming	○		Hrs min	○	○
Team sports (i.e. basketball, football, soccer, softball Volleyball)	○		Hrs min	○	○
Tennis	○		Hrs min	○	○
Walking	○		Hrs min	○	○
Weight lifting	○		Hrs min	○	○
Yard work	○		Hrs min	○	○
Other specify	○		Hrs min	○	○

For more information on conducting program evaluations visit the University of Arizona Cooperative Extension Life Skills Evaluation System at: http://msg.calsnet.arizona.edu/state4h/lifeskills/

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05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 3-10

NATIONAL ASSOCIATION FOR SPORTS AND PHYSICAL EDUCATION (NASPE)

Overview

Sport For All is a program that provides practice of sport-related skills for young people in developmentally appropriate ways, resulting in positive experiences that help children develop lifelong patterns of health-enhancing physical activity. Different modules of the program include: SportFun (age 3-5), SportPlay (age 5-7), SportSkill Basic (age 8-10). Sport For All is a "turn key" program that requires little preparation time for day-to-day implementation. It provides everything you need, from activities and instructional tips to child-friendly equipment and leadership training. Programs in suburban, urban, and rural settings will find Sport for All equally beneficial and readily accessible i.e. before and after school care programs, preschools and day care centers, community youth programs, recreation programs, summer camp programs, school intramural, and physical education programs.

Objectives

SportFun is designed to help facilitate increased physical activity and sport readiness among pre-school, elementary, and middle school students. SportPlay is a program of fun games and physical activities designed to help 5 to 7 year-old children develop basic movement skills that serve as precursors to the development of sport specific skills. SportSkill Basic is a program of fun games and physical activities designed to help 8 to 10 year-old children develop and refine basic movement skills that serve as precursors to the development of sport specific skills.

Materials/Equipment/Visuals/Handouts

In addition to the activity card packets, each Sport for All modules will also be supported by a bag of colorful, child-friendly equipment specially developed to correspond with the needs and objectives of the activities at each skill level.

Time required

The Sport For All program is designed to be very flexible. It can be used in activity periods that are any length. There are tips on each card for extending the activity or for making the activity easier or harder.

Text

Activity card packets.

Evaluation

The Sport For All activities have been carefully designed to provide not only fun but also the opportunity for skill development and developmentally appropriate physical activity.

The ***Physical Activity Lesson Plan Survey*** provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

When administering this survey to young children, the program leader may explain the difference between response items (two smiley faces versus two sad faces) and to read each item to the children. The children can then circle or check the appropriate box. Most middle-school youth should have little problem with the reading level.

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References

Contact NASPE (toll-free 1-800-213-7193, ext. 483)

E-mail naspe@aahperd.org

Web site: http://www.aahperd.org/naspe/template.cfm?template=main.html

For further information please contact: 4-H Youth Development, University of Arizona, Arizona Cooperative Extension

THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
TUCSON, ARIZONA 85721

VANESSA A. STANFORD M.S., R.D., C.S.C.S.
Research Specialist, Sr.

CONTACT:

DANIEL A. MCDONALD, PH. D.
mcdonald@email.arizona.du

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05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 4-6

RECYCLE BALL TOSS

Overview

This is a beginning ball toss game that provides an opportunity for young children to practice their motor/movements skills while learning about terms used to recycle materials. This is a very active game that involves the practice of overhand and underhand throwing skills, aim and balance.

Objectives

The youth will learn to: throw balls from a distance to a designated target, to play fair and have fun, and to find vocabulary and products for recycling.

Materials/Equipment/Visuals/Handouts

2 tumbling mats, large number (1 ball/youth) of soft balls (fleece, foam and sponge balls) and 5-10 orange cones.

Time required

30 minutes to complete the game.

Text

Choose a large (about the site of a basketball court) level playing area and delineate the space. Use the cones to divide the space in half. Set up a tumbling mat on its end to make a circle so it resembles a barrel with it's top open. This is the "recycling bin". Place each bin on each side about 4 yards from the cones. Distances will vary according to age and skill level.

Begin the activity by dividing the group in two teams. The adult should choose a random method for division of the team. (As an example: Anyone with their birthday between January and June on one team and those with their birthday between July and December on the other, make adjustments to even the team member numbers.) Spread out half the balls on each side on the floor or ground. Talk to the group about recycling (i.e. what is it?). Does your family recycle? What can be made from recycled paper? (Newsprint and other paper products such as greeting cards). Plastic milk cartons? (Orange cones, plastic balls and other plastic containers). Why do we recycle?

Demonstrate the underhand and overhand method of throwing the ball. Ask youth to model both skills. Explain that to play the game, the youth will try to recycle their tossing balls by throwing them underhand or overhand in the recycle bin on the other side of the cones. They must stay in the court their team was assigned.

Players should be reminded that their job is to recycle as many balls possible, not prevent the other team from recycling. They can use the balls on the floor

but not knock them from the air. After three minutes, stop the game and count the balls in each bin. The side with the most has done the better job of recycling.

Evaluation

- Ask each student and their partner to demonstrate or describe proper overhand and underhand ball tossing form.
- Ask what is important to remember about the flight of the ball for the ball to enter the bin.
- Ask the youth why is important to recycle.
- Have each student name something that has been recycled at home or at school?

The Physical Activity Lesson Plan Survey provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

When administering this survey to young children, the program leader may explain the difference between response items (two smiley faces versus two sad faces) and to read each

item to the children. The children can then circle or check the appropriate box. Most middle-school youth should have little problem with the reading level.

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References

http://www.eduref.org/

http://www.geocities.com/RainForest/5002/index.html

Paul J. Flottermesch at Abingdon Elementary School, Abingdon, Maryland, devised this game.

Other resources would be the recycling department for the city or county government.

For further information, please contact: 4-H Youth Development Agent, University of Arizona, Arizona Cooperative Extension

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The University of Arizona
College of Agriculture and Life Sciences
Tucson, Arizona 85721

Marilynn Johnson
Retired Family and Youth Development Agent

Contact:
Daniel A. McDonald, Ph. D.
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YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGE 5-6

RANCH ANIMAL TAG

Overview

This is a very active tag game that familiarizes children with ranch animals and their predators.

Objectives

Youth will: practice their running skills, recognize pictures of ranch animals and their predators and have fun.

Materials/Equipment/Visuals/Handouts

Prior to the session the leader will need to have photographs or drawings of numerous ranch animals and their predators cut out and laminated. Label the back of the card with R for ranch animal or P for predator. Also included could be those of a cowboy and cowgirl. You'll need one photo for each child and 8 orange cones to delineate the corners of two corrals and 2 cowboy hats. Animal cards may need to be duplicated to allow for one card per youth.

Time required

15 minutes

Text

Prior to playing the game, the leader should delineate (with the cones) two 8X10 rectangles opposite each other and approximately 12 feet apart. These will be the two corrals or "safe" areas for the animals to run to. The ranch hands will stand between the two to catch the animal.

This is a sequential game that begins with the discussion of the ranch life, what do ranch hands do and what animals can be seen at a ranch? What do these animals do? What sounds do these animals make? What animals chase them? Use the terms ranch animal and predator to familiarize the youth with them. Have them explain the terms to ensure understanding of the terms.

The adult will then hand out the cards to the youth and corral them in one corral. The opposite corral is empty but will fill up once the game begins.

An observer then calls out the name of one animal. That youth then runs, gallops or jumps for the opposite corral and the ranch hand tries to "tag" the animal. The tagged animal then goes back into the corral. This continues until all animals are caught or in the other pen.

Evaluation

At the end of the game the leader can use questioning strategies about the game and the animals that learned about. What animal was the fastest? Slowest? What is a predator? Why did the hawk chase the mouse? Did the ranch hand catch any animals?

The *Physical Activity Lesson Plan Survey* provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

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THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
TUCSON, ARIZONA 85721

MARILYNN JOHNSON
Retired Family and Youth Development Agent

CONTACT:
DANIEL A. MCDONALD, PH. D.
mcdonald@email.arizona.du

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ARIZONA COOPERATIVE EXTENSION

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College of Agriculture and Life Sciences

AZ1408e

05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 5-12

REGULAR FIELD DAY

Overview

To provide an end of the year event showcasing many of the different activities taught during the year, as well as some activities just for fun

Objectives

To allow the children an opportunity to have fun while getting physical activity.

Materials/Equipment/Visuals/Handouts

Bottle of water, Frisbee, target, marbles, plastic colored eggs, scoops, water containers, sacks, laundry tub, clothes line, clothes pegs, hula hoops, golf balls, spoons, plastic bugs, horse shoes, balls, stacking cups, basket ball and net, tricycles, balls, soccer balls, beach ball, concession stand, wobblers, football.

Time required

Varies from a half to full day of activities.

Text

The field is set up like a carnival, with stations all over the playground. Students may go to any station they want. Teachers bring their students to the area directed and release them to participate at stations of their choice. When their time is up, students will return to their assigned spot and return to class with their teacher. Classroom teachers must stay outside in their assigned area and watch for behavior problems.

Students in grades 2-5 will need to pair up with a partner and travel with that partner for the entire time. Some events require a partner. Students can only do each event one time.

K-1 Students will be divided in to groups of 4. 5th grade students will be assigned to classrooms to lead the groups of four around to the various stations.

We use high school students to run the stations. We do not have much luck getting parent volunteers and this field day requires at least 30 workers or more if possible.

NOTE: Please have appropriate sized equipment available at each station so all ages can perform the station activity.

Grades K-1

1. **Mississippi Flood:** One minute to try to fill up the bottle with water.
2. **Frisbee Toss:** Three tries to toss a foam Frisbee at or through a large target.
3. **Marble Grab**: Students have 30 seconds to try to pick up as many marbles as possible using their toes.
4. **Egg Find:** Partner event. Students must find eggs that match their color.
5. **Scoop Race:** Be the first to fill up you container with water.
6. **Sack Race:** Jump as fast as you can to the finish line.
7. **Hang out the Laundry:** Partner event. Take an item to the tub and run to the clothes line and hang it up. Run back and tag your partner. Continue for one minute.
8. **Hula Hooping:** Try to keep the hula-hoop going as long as you can.
9. **Golf Ball Balance:** Balance a golf ball on a spoon (for the younger students use a bigger spoon) and move to the finish line without the ball falling off.
10. **Bugs Galore:** Partner event. One at a time will run out pick up one bug and run back and tag their partner. Collect as many bugs as possible. This will continue for 45 seconds.
11. **Beach Bowl:** Roll the balls into the holes to score points.
12. **Tricycle Ride:** While riding a tricycle, you will move around the cone and back.
13. **Ball Hug Race:** Each student will place a ball between his/her knees and race to the opposite line and back again. Use a smaller ball for the younger students.

14. **Soccer Kick:** Students will kick a foam soccer ball as far as they can.

15. **Target Practice:** How many times can you hit the target?

Grades 2-3

1. **Mississippi Flood:** One minute to try to fill up the bottle with water.

2. **Frisbee Toss:** Three tries to toss a Frisbee at or through the target.

3. **Marble Grab:** Students have 30 seconds to try to pick up as many marbles as possible using their toes.

4. **Jump Rope Challenge:** Jump rope for 30 seconds without missing.

5. **Scoop Race:** Be the first to fill up you container with water.

6. **Sack Race:** Jump as fast as you can to the finish line.

7. **Hang out the Laundry**: Partner event. Take an item to the tub and run to the clothesline and hang it up. Run back and tag your partner. Continue for one minute.

8. **Hula Hoop Contest:** 30 seconds to keep the hula hoop going.

9. **Golf Ball Race:** Balance a golf ball on a spoon. Race to the finish line without the ball falling off.

10. **Buddy Walker:** On the signal "Go", you and your partner will race to the finish line. You both must stay on the boards. Stop and reset if you fall off, do not drag boards

11. **Horse Shoe Throw:** Three tries to attempt to toss the horseshoe around the stick.

12. **Beach Bowl:** Roll the balls into the holes to score points.

13. **Cup Stacking:** Partner event. Who can stack their buckets first.

14. **Tricycle Races:** While riding a tricycle, you will race around the cone and back.

15. **Shoe Fly**: Students will demonstrate how far they can kick a shoe.

16. **Ball Hug Race:** Each student will place a ball between his/her knees and race to the opposite line and back again.

17. **Soccer Kick:** Students will kick a foam soccer ball from each of the three spots on the field.

18. **Beach Ball Carry:** You and a partner must carry the beach ball across the field without using your hands.

19. **Target Practice:** How many times can you hit the target? Students get 3 chances to hit the targets between upright racquets the partners will move to the opposite line and back again.

20. **Big Ball Throw:** Try to throw the big ball as far as possible.

21. **Racquets Up Partner event**. Partners will pick up a tennis ball cooperatively with their racquets. Keeping the ball between upright racquets the partners will move to the opposite line and back again.

22. **3 Legged Race:** Tie one foot together with partner, place arms around each others shoulders, and race to the finish line.

Grades 4-5

1. **Mississippi Flood:** One minute to try to fill up the bottle with water.

2. **Frisbee Toss:** Three tries to toss a Frisbee through the target.

3. **Marble Grab:** Students have 30 seconds to try to pick up as many marbles as possible using their toes.

4. **Jump Rope Challenge:** Jump rope for 30 seconds without missing.

5. **Scoop Race:** Be the first to fill up you container with water.

6. **Sack Race:** Jump as fast as you can to the finish line.

7. Hang out the Laundry: Partner event. Take an item to the tub and run to the clothesline and hang it up. Run back and tag your partner. Continue for one minute.

8. **Hula Hoop Contest:** 30 seconds to keep the hula-hoop going.

9. **Golf Ball race:** Balance a golf ball on a spoon. Race to the finish line without the ball falling off.

10. **Buddy Walker:** On the signal "Go", you and your partner will race to the finish line. You both must stay on the boards. Stop and reset if you fall off, do not drag boards.

11. **Horse Shoe Throw:** Three tries to attempt to toss the horseshoe around the stick.

12. **Beach Bowl:** Roll the balls into the holes to score points.

13. **Cup Stacking:** Partner event. Who can stack their buckets first?

14. **Basketball Free Throw:** You will have three chances to shoot a basket.

15. **Tricycle Races:** While riding a tricycle, you will race around the cone and back.

16. **Shoe Fly:** Students will demonstrate how far they can kick a shoe.

17. **Ball Hug Race:** Each student will place a ball between his/her knees and race to the opposite line and back again.

18. **Soccer Dribble:** Dribble a soccer ball around the cones and back.

19. **Beach Ball Carry:** You and a partner must carry the beach ball across the field without using your hands.

20. **Target Practice:** How many times can you hit the target? Students get 3 chances to hit the targets.

21. **Big Ball Throw:** Try to throw the big ball as far as possible.

22. **Hurdles**: Run and jump over the hurdles. Four students will race at a time

23. **Racquets Up Partner event.** Partners will pick up a tennis ball cooperatively with their racquets. Keeping the ball between upright racquets the partners will move to the opposite line and back again.

24. **3 Legged Race:** Tie one foot together with partner, place arms around each others shoulders, and race to the finish line.

25. **One on One Tug:** On the signal "Go"; try to pull your opponent off balance to make them step off step.

26. **Wobblers:** Start with the ball on the side. By wobbling back and forth, make the ball travel to the center of the Wobblers. No jumping the ball. One-minute time limit.

27. **Football Throw**: Throw the football through the hoop. Three throws per person.

28. **Golf:** Putting practice. Can you make all three balls into the hole?

29. **Shuffle Board:** Push four disc toward the target. Can you make all three disks into the box?.

Evaluation

1. Ask each student to tell which of the activities were their favorite and why.
2. Ask each student to pick an event that they had to work as a team and how they felt about that.
3. Ask the youth why physical activity is important. (You could ask the students to write a story about their field day experience)

The Physical Activity Lesson Plan Survey provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

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References

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ROBIN CAMERON-COOPER
Instructional Specialist

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05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 5-12

FARM FIELD DAY

Overview

The field is set up like a carnival, with stations all over the football field. We use high school students to run the stations. Each of the participants will be given _ of a two-part ticket. At the end of the day there will be drawings for prizes

Objectives

To encourage the children to have fun while being physically active.

Materials/Equipment/Visuals/Handouts

Frisbees, 2-3 wheelbarrows, rope, tape, 6 hula hoops, sawhorses, belts, bandanas, hats, boots, hobby horses, lariats, holsters, vests, water balloons, dish soap, buckets, sponges, milk jugs & buckets.

Time required

Half to a full day depending on the number of students.

Text

Cow Pie Throw

(Frisbees, 2-3 wheelbarrows, rope or tape)

Give each student or pair of students a Frisbee (cow pie). Place four ropes on the ground 10 feet apart. Students throw their cow pies, trying to put them in the wheelbarrows. Have all students throw before any cow pies are retrieved. Students receive "titles" based on where their cow pie lands. Give each student a sticker, "I'm a Cow Pie-er for Hire" when you are done.

" A Flyin' Cow Pie-er"

"Wheelin' Cow Pie-er" 10 feet

"Cow Pie Tryer" 10 feet

---

10 feet

Students Stand Here

Calf Roping

(Hula Hoops Calves (saw horses, barrels, sled, long rope))

Place a sawhorse or barrel on a plastic sled. Attach a "head and "neck" to the calf. Using a long rope, pull the "calf" along in front of the students. Give each student or pair of students a hula-hoop. Students try to rope the calf as it is pulled along in front of them. When done, award each student a "I'm a lassoing' lassie/laddie" sticker.

Pack Horse Relay

(Belts, Bandanas, Hats, Boots, Hobby Horses, Lariats, Holsters, Vests)

Place the same number of students on each team as the number of items(i.e., 8 items means 8 students per team). Student # 1 runs down and puts on one item. Student # 1 then returns, removes the item and gives it to Student #2, who puts that item on, then runs down, selects and puts on another item. This continues until the last person wears all the items, Award each student an "I'm a Packin' Pardner" sticker.

Greased Pig Race

(large water balloons, dish soap, water buckets)

Place the students in relay lines. Keep the relay lines fairly small to keep more kids active. Place the filled water balloons in soapy water. Students try to pass the balloons over and under, up and down the line. Each time the balloon comes to the front of the line, it must be dipped in the soapy water. Each line tries to see how many times they can pass the balloon before it breaks. (Have at least two balloons per line.) Give each student a "We pigged Out"

Dairy Dash

(Sponges, Milk Jugs, Water, Bucket)

Place the students in two to four relay lines. Each line has a sponge and a bucket of water at the head of the line. Place each team's milk jug at least 15' away. One at a time, students fill the sponge with water, run down and squeeze the water into the milk jug. See which team can fill the jug to overflowing. Award each student an "I'm a Milk Moo-ver" sticker.

Evaluation

Review with the students, teamwork, and challenges that they faced and how they overcame them. Such as: how did you get along? Did one person rise as the leader? Was your team able to overcome obstacles? What was the most difficult task?

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COLLEGE OF AGRICULTURE AND LIFE SCIENCES
TUCSON, ARIZONA 85721

ROBIN CAMERON-COOPER
Instructional Specialist

CONTACT:
DANIEL A. MCDONALD, PH. D.
MCDONALD@EMAILARIZONA.DU

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05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 5-12

SURVIVOR FIELD DAY

Overview

The purpose was to provide youth with the opportunity to use the teamwork and leadership skills they learned in our cooperative learning unit in a real situation.

Objectives

This gives the children a theme to utilize other skills leading up to field day, such as Tribe motto's or costumes. In the end the youth will be getting the physical activity they need.

Materials/Equipment/Visuals/Handouts

Cooperative Skis , Potato sacks, Hula Hoops (5 per class), Tug of War Rope, Large trash can with water, 1 medium size bucket for each group, 1 small bucket for each group, 2 parachutes, Bungee Cord for three legged race, Gator Skin Balls (2 for each group), Lots of 2 feet long pieces of pvc pipe, marbles, Nitro Carry boards (these are circular pieces of board with six pieces of small rope coming out around the edge). They are used to transport objects, 2 deck rings for each group, 2 half full water bottles for each group, 2 bean bags for each group, plenty of pylons.

Time required

Half to a full day depending on the amount of youth and the number of events you have.

Text

This event was the culmination of a cooperative games and challenges unit and was based on the television show "Survivor". We chose the island theme from the first series. Groups were their own tribe and gave themselves a "tribal name". They made their own tribe flag, which they brought with them out to field day. Youth were also invited to dress "island style" for the day! Many groups came dressed in camouflage complete with face paint!

Each event is a cooperative challenge that has a survivor island theme in each. EVERY CHILD in the group is involved in each event, no one is left to sit and watch a certain event. During these events we never emphasized who won, or who was the fastest. We just played music during each event and let the youth have fun. We cheered on groups that were finishing and emphasized teamwork and sportsmanship.

Students arrived at a designated time with their grade level. They arrived to the "Survivor" TV show theme song. (Which they LOVED!)

Lava Race

In this event a huge volcano has erupted in the tribes camp. The lava is slowly pouring in and the tribes must escape. To do this they must use the cooperative skis to keep the lava from burning their feet. This is a relay using the skis. Grades 3-5 use the skis. Grades K-2 use potato sacks.

Nitro Carry

A plane passing overhead has accidentally dropped toxic chemicals onto the campsite. You need to use the Nitro Carry to rid your camp of the waste.

The waste consists of:

2 bean bags

2 half full water bottles

2 deck rings

This is a relay using the Nitro Carry. Items must be moved off the camp one at a time. Grades 2-5 only do this event.

Kangaroo Relay

Island Kangaroos have challenged your tribe to a race. The tribes line up in two lines, and the first two people have a gator skin ball (or some kind of ball). On the whistle the two put the ball in between their knees and hop down to the cone and back. All tribes go at once, two members at a time. All grade levels participate in this event.

Jungle Walk

Tribes are lost in the jungle; they need to maneuver their way out of the jungle without losing anyone. Tribes pass five hula-hoops down their class line of joined hands. If someone breaks hands they are lost in the jungle forever!!

Coconut Carry

Again tribes are in two straight lines. The first two carry the "coconut" (softball) between their foreheads, without using their hands, down to the cones and back, and then hand off to the next two members.

Tribe Is Hungry

Using bamboo poles (small pieces of PVC pipe) tribes must get their food (marbles) from the tree to the basket trying not to drop any on the ground. Six members go at a time.

Escape

One tribe has been captured by another tribe and they have tied their legs together, so they must figure out a way to escape. This is a five-person three-legged race. (Five people are connected instead of two.)

Fire Drill

Your campfire has gotten out of control. All you have is one bucket to put out the flames. First person goes to the water source (big garbage can) and brings the bucket back to the line. The tribe passes the bucket to the end trying not to let any water spill. The last person empties the water into the bigger bucket at the end of the line, runs the empty bucket to the front fills it and starts the bucket moving again. Tribes are trying to fill their bucket up.

At the end we gave each class a certificate for their room that said "WE SURVIVED FIELD DAY!"

Evaluation

The students could write a short story about their field day.

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References

http://www.amazon.com — ***Survivor Theme Song***

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05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

5-14 YEARS OLD

LETTERBOXING

Overview

This is a new kind of scavenger hunt started in England 5 years ago. It is a great way to get groups and families up and walking! Letterboxing is an interesting game combining navigational skills, physical activity (walking) and rubber stamp artistry in a "treasure hunt" style outdoor quest. A wide variety of adventures can be found to suit all ages and experience levels. Younger children should be grouped with older mentors for assistance.

The object of the game is to find letterboxes hidden in natural areas, parks or playgrounds. The box will contain a notebook, a unique stamp and a stamp pad. Each player has their own notebook and their personal stamp. When the box is found, the player stamps their personal stamp in the letterbox notebook as well as stamping their own notebook with the stamp found in the letterbox. There are several variations to this game.

Objectives

Youth will learn to follow directions and motivate them to find fun ways to build walking into their day.

Materials/Equipment/Visuals/Handouts

Print out directions leading players to the first letterbox, a compass, 2 different stamps (one for the letterbox and the player's personal stamp) and stamp pad, a small notebook and a water proof container Additional items may be pre-addressed postcards to your group, and information about letterboxing. You will need some materials for putting together the letterbox. Always use sun block, hat and water when walking outdoors. Appropriate shoes either hiking or tennis are also necessary. Detailed instructions are given below.

1) THE STAMPS: The stamps can depict whatever is appropriate for the Letterbox. Usually, it will relate in some manner to the location in which it is placed; other stamps may commemorate a person or an event. The choice is yours. Stamps can be commercially made or hand made. Youth may enjoy making theirs from a potato, eraser head or carving blocks of linoleum.
2) THE NOTEBOOK: This is the "log-book" that you leave in the Letterbox for visitors to stamp into. Get a good quality artist sketchbook, acid-free (not news-print like) if you want them last a lifetime. Size is important - you don't want it too big for the container, also, having lots of pages leaves lots of space for many visitors
3) THE WATERPROOF CONTAINER: The basic requirement is that it be waterproof and hold the stamp and notebook comfortably. Cylindrical tubes may be used as well and purchased from a surplus supplier.
4) OTHER NICETIES: You may want all of those items placed in a zip lock bag and then seal in the box. The youth or adult making the Letterbox may want to add a few pre-stamped postcards, addressed to them, with the box stamp impression already on it, with the message: "Please add your stamp and send me a note." ,"Is the box in good condition?" This is to help you gauge the traffic, and if the box is standing up to the rigors of the outdoors. And, you'll get to collect many nice stamps as you go along with this. Some add a note telling about Letterboxing in the event someone finds the box on chance.

Time required

There is no specific time period but it is recommended that youth walk at least an hour each day. There are multiple choices for setting up this game and the number of letterboxes along the route determines With global access to the web, this activity can be life long!

Text

There are relatively few, if any skills necessary to play this game. The detailed sequence is as follows: Someone hides a waterproof box somewhere (Trails, parks and playgrounds in a beautiful, interesting, or remote location) containing at least a logbook and a carved rubber stamp, and perhaps other goodies.

The person hiding the box then usually writes directions to the box (called "clues" or "the map"), which can be

straightforward, cryptic, or any degree in between. Often the clues involve map coordinates or compass bearings from landmarks, but they don't have to. Selecting a location and writing the clues is one aspect of the art. So it would be beneficial if an adult or older youth help the younger ones think through the directions and perhaps even write them.

Once the clues are written, hunters in possession of the clues attempt to find the box. In addition to the clue and any maps or tools needed to solve it, the hunter should carry at least a pencil, his personal rubber stamp, an inkpad, and his personal logbook. When the hunter successfully deciphers the clue and finds the box, he stamps the logbook in the box with his personal stamp, and stamps his personal logbook with the box's stamp. The box's logbook keeps a record of all its visitors, and the hunters keep a record of all the boxes they have found, in their personal logbooks.

Rules of the game: There are none! But there is common sense etiquette that may need to be explained to the younger youth. Respect the land when hunting boxes and when hiding them. Don't place a box that requires people to tramp through sensitive wildlife or plant habitat to find it, for example. Warn hunters of possible hazards in the area of the box in your clue notes. Use common sense. If you have any doubts, ask the landowner or manager, or simply choose another location for your activities. Adopt the "You pack it in, you pack it out!" principle of outdoor etiquette. Remember, some lands have restrictions on land use; know them and observe them.

Don't publish or re-transmit other peoples' clues or stamp images without their permission. Repack and hide the box as well or better than it was when you found it, in the exact place you found it. After finding it, try to be discreet when stamping up and re-hiding it, as if you were hiding your own letterbox for the first time

Do not post clue solutions on the Internet or discuss how to solve clues in public forums. That spoils the fun for everyone else. Of course, do not violate the laws, rules, customs, and people or property rights wherever you conduct any activities.

Evaluation

The *Physical Activity Lesson Plan Survey* provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

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References

There are thousands of sites listed on the web. The best one and most detailed is Letterboxing North America at www.letterboxing.org It provides access to letterbox clues throughout the world.

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05/07

YOUTH PHYSICAL ACTIVITY

AGES 5-14

SPORT, PLAY AND ACTIVE RECREATION FOR KIDS (SPARK)

LESSON PLANS

Overview

Sport, Play and Active Recreation for kids (SPARK K-2 for elementary school). SPARK 3-6 PE is geared toward upper-elementary, SPARK 6-8 PE for middle school children, SPARK After School, perfect for grades K-8, SPARK Early Childhood: how to lead and instruct physical activity to children age 3-5 and SPARK Lifelong Wellness: Tips and ideas for children and adolescents for everyday wellness. There is one manual for each site available.

Objectives

SPARK K-2 has enjoyable, quick warm-up activities that begin class with movement and fun but also instructional units, main lessons that comprise the majority of class time.

SPARK 3-6 PE builds on lessons learned in K-2 and provides developmentally appropriate activities for upper-elementary children. The binder is divided into 3 color-coded sections. White pages are focused on reference, resource, and instructional methodology. Yellow pages are Type 1 activities (health related fitness). Blue pages are Type 2 activities (skill-related fitness).

SPARK 6-8 PE: new ideas, along with effective teaching tips to respond to obstacles such as limited activity space, lack of equipment, and large class-sizes. This book also provides a pathway towards instructional alignment (teaching to standards) and the tools to get you there. Traditional activities and skill progressions have been modified to achieve greater participation, enjoyment, and higher student activity levels.

SPARK After School: Useful management tips; fitness activities; social skills; making equipment; strategies for limited space, large class sizes and multiple grades levels, and many more practical tools are provided. Perfect for youth leaders who lead activities for children ages 5-14 (grades K-8).

SPARK Early Childhood is designed to provide high energy, academically integrated, enjoyable activities that enhance motor development and school readiness skills in children ages 3-5.

SPARK Lifelong Wellness is designed to teach children and adolescents the skills and techniques necessary to be active outside of physical education class, on the weekends, during vacations, and ultimately the rest of their lives

Materials/Equipment/Visuals/Handouts

All curriculums are in a 3-ring binder

SPARK K-2 is divided into three color-coded sections. White pages are reference and resource chapters. Yellow pages are SPARK Starters, enjoyable, quick warm-up activities that begin class with movement and fun. Blue pages are complete instructional units, main lessons that comprise the majority of class time. Instructional units (10 total) include: Dance With Me, Parachute Parade, and Bean Bag Boogie. Clear diagrams, assessment tools, academic integration tips, a literacy section, social skills themes, and much, much more.

SPARK 3-6 PE: The binder is divided into 3 color-coded sections. White pages are focused on reference, resource, and instructional methodology. Yellow pages are Type 1 activities (health related fitness). Blue pages are Type 2 activities (skill-related fitness). Combining a lesson from yellow (e.g., jump rope) with a lesson from blue (e.g., field games) then adding a cool-down creates a complete SPARK experience. Personalized fitness tests, social skills themes, academic integration tips, and much more complete the package.

SPARK 6-8 PE: More than 20 chapters and 400 pages provide scope and sequence for a variety of instructional units such as golf, frisbee and softball. The binder also provides a wide array of sample assessment tools, a chapter on promoting activity away from PE class, even monthly "Action Alerts" that provide research-based tips to parents and the community.

SPARK After School: This comprehensive binder of activities contains over 450 pages of Great Games: cooperative, team building and aerobic; Dynamic Dances: line, square, multi-cultural; and Super Sports: Frisbee, hockey, plus 7 more. Useful management tips; fitness activities; social skills; making equipment; strategies for limited space, large class sizes and multiple grades levels, and many more practical tools are provided.

SPARK Early Childhood: Over 400 pages of engaging, age-appropriate activities including 13 dynamic instructional units: Fancy Feet, Movin' Magic, Up, Up and Away, and 10 more.

SPARK Lifelong Wellness: Supplemental lessons are included in each binder which allow teachers to instruct LW as frequently as once a week. The curriculum is organized into 5 sections: Introduction and Overview, Lesson Plans, Copy Masters, Supplementary Lessons, and Outlines of Lesson Plans. Overheads, homework, work sheets, and other educational materials are provided in each lesson.

Time required

K-2 PE: varies with lessons

3-6 PE: varies with lessons

Lifelong Wellness: 10 interactive, 30-minute lessons

Text

Binder

Evaluation

Assessment tools are found in each binder.

The Physical Activity Lesson Plan Survey provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

When administering this survey to young children, the program leader may explain the difference between response items (two smiley faces versus two sad faces) and to read each item to the children. The children can then circle or check the appropriate box. Most middle-school youth should have little problem with the reading level.

For more information on conducting program evaluations visit the University of Arizona Cooperative Extension Life Skills Evaluation System at: http://msg.calsnet.arizona.edu/state4h/lifeskills/

References

For information, call 1-800-SPARK-PE or Email spark@sparkpe.org.

Web site: http://www.sparkpe.org/index.jsp

For further information please contact: 4-H Youth Development, University of Arizona, Arizona Cooperative Extension

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COLLEGE OF AGRICULTURE AND LIFE SCIENCES
TUCSON, ARIZONA 85721

VANESSA A. STANFORD M.S., R.D., C.S.C.S.
Research Specialist Sr.

CONTACT:
DANIEL A. MCDONALD, PH. D.
mcdonald@email.arizona.du

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05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 5 – ADULT

FIRST AID TAG

Overview

This tag activity is appropriate for even very young children. It requires no props or materials and is an opportunity to release excess youth energy.

Objectives

Youth will be able to identify caring ways to treat people. They will also be able to appropriately tag others without causing harm. Youth will also be able to apply the caring and respect Pillars of Character, discussed with this activity, to real life situations.

Materials/Equipment/Visuals/Handouts

None.

Time required

The activity can take 5-10 minutes per game.

Text

At least two youth are "it" and tag participants gently on the shoulder. When tagged, a participant yells "OW, OUCH," (or anything else appropriate), and places their hand on the location in which they were tagged. The participant's hand is then "stuck" there for the remainder of play. When participants are tagged a second time, their other hand covers that spot tagged and youth then kneel on one knee to indicate they have been tagged twice.

Once youth are in a kneeling position they can be "healed" by the nurse. The nurse is someone who has not been tagged and they have the ability to touch kneeling participants and that allows those participants to start play again as if they have not been tagged.

Evaluation

The Physical Activity Lesson Plan Survey provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

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References

For further information please contact: 4-H Youth Development, University of Arizona, Arizona Cooperative Extension

THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
TUCSON, ARIZONA 85721

DARCY TESSMAN
Extension Agent, 4-H Youth Development

CONTACT:
DANIEL A. MCDONALD, PH. D.
mcdonald@email.arizona.du

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05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 5 – 19

GEOCACHING

Overview

Geocaching (pronounced geo cashing) is an entertaining adventure game for Global Positioning System (GPS) users. The basic idea is to have individuals and organizations set up caches all over the world and share the locations of these caches on the Internet. GPS users can then use the location coordinates to find the caches. Geocaching has been called "Internet-Guided Offline Recreation. While the typical Internet or computer game experience encourages the participant to sit at a glowing screen for hours on end, with little or no live human interaction, Geocaching promotes an activity or hobby - even a lifestyle - beyond web sites and sedentary computer games. This activity can be adjusted for any age group. Teachers or youth leaders can simplify the activity to be suitable to ages 5 - 8, which corresponds to the 4-H Clover Kids, by planning a simple scavenger hunt that can be conducted during a class period or club meeting. As age and learning ability increase, the scope and difficulty of exercises and education programs can also increase to include lessons including, but not limited to: geography, geology, native vegetation, invasive plant species, ethical use of public and private lands, and maps and map making. For older youth, progression to the use of Geographic Information System (GIS) use of GPS data would provide valuable training for future employment in a variety of fields.

Objectives

To utilize the popularity of computer games, Internet access and hand held electronic games to encourage youth to venture outdoors where they can then learn a variety of valuable life skills while engaging in physical activity.

Materials/Equipment/Visuals/Handouts

GPS units are the key to this activity. Costs for these units start at about $75.00 and can cost several hundred dollars. One group planning these activities is asking parents with GPS units to lend them to the group for the day in order to keep costs down. For a simple scavenger hunt, the only other materials necessary are items to place or hide for the youth to find and an area in which to stage the "hunt." Having the youth draw and color a picture that represents their experience during the hunt could expand the activity. Older youth, conducting geocaching out-of-doors will also need: compasses, maps, journals, sketchpads, and pencils. More advanced classes would also include lessons plans based on the categories listed above under the overview. Don't forget healthy snacks and plenty of water. To participate in GIS computer education, a copy of some type of GIS software would be required. This software can be expensive, however, Arizona 4-H Youth will have access to ESRI ArcView software through an agreement with ESRI and the National 4-H GIS/GPS team.

Time required

Time will vary from a 1-hour class period for simple scavenger hunt to a 1-day field trip for more complicated geocaching project.

Text

For a simple scavenger hunt:

1. Find an outdoor location where the children have sufficient space to move around enough to show up as a track on a GPS unit.
2. Hide an object or prize in a place where it is not visible.
3. Establish a number of 'waypoints' along a path to the hidden object. The number of waypoints will depend upon the time set aside for the activity and the ability of the participants.
4. Enter the coordinates of the waypoints and the cache location into the GPS. Most simple GPS units will then provide direction and distance to travel to reach each of the waypoints and the final cache site.
5. Teach the kids how to use the GPS unit. You may be surprised to find out how easily young children catch on.

6. If there are a large number of children and if a sufficient number of GPS units are available, teams can be set up looking for the same or different caches.

For more advanced Geocaching leaders need to follow these steps:

1. Be sure to gear the difficulty of the walk or hike to the skill and ability of the participants.
2. Set up a new cache or chain of caches to suit individual educational goals. A typical cache is an airtight, waterproof container that stores a logbook and pen for on-site comments, a disposable camera, and some goodies. The idea is often for geocachers to sift through the goodies, take one, and add something new. Educational groups could set up a series of cache sites with clues for a learning experience. As the youth proceed on the hunt they will gather information on any of a variety of topics and make observations and conclusions during the activity.
3. Several caches are already set up in Arizona and can be found on the Internet. If there is one in your area that suits your needs, then you are ready to start involving youth.
4. Buy a map of the area. Generally a topographical map.
5. Teach youth about maps, map making, use of compass, how to determine a compass bearing, use of GPS units to be use.
6. Handout any educational materials that provide information on additional education aspects planned (i.e. native plants, weeds, wildlife, etc.).
7. Review the use and importance of the journal.
8. Travel to the starting point for the "hunt".
9. Establish groups or pairs of youth so that no youth is traveling off alone.
10. Go through the steps for determining the direction and distance to the first waypoint with the group.
11. Start Out.
12. If you have set up a series of educational waypoints, then short lessons, or lectures can be presented at each waypoint, but remember that the primary goal in physical activity so "keep them walking"!
13. Once the cache is found, discussions can be held about the experience, journal entries can be completed, and a healthy snack can be served.

Youth are encouraged to make a brisk walk back to the starting point. Additional educational activities, including GIS data compilation and map construction can be planned by the leader as suitable to the age group and goals of the activity.

Evaluation

The simple scavenger hunt is geared to be a fun and mentally engaging activity for younger youth. Evaluation would also be simple and most likely limited to documenting whether or not the youth were successful in locating hidden objects by using a GPS unit.

Older youth would complete a journal of their "hunt." A suggestion for the journal format is attached. The inclusion of photographs would add to the project (or may even be the focus of the activity). Youth participating in GIS activities as well as the geocaching would also include a copy of the map they produced, a hard copy of the data used if applicable, and a narrative of how the information was, or could be, used.

One group of 4-H youth used this type of information to provide proof to their local government that roads in the area needed to be repaired and re-paved. They got immediate action from the mayor of the city and their road department.

The Physical Activity Lesson Plan Survey provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

When administering this survey to young children, the program leader may explain the difference between response items (two smiley faces versus two sad faces) and to read each item to the children. The children can then circle or check the appropriate box. Most middle-school youth should have little problem with the reading level.

For more information on conducting program evaluations visit the University of Arizona Cooperative Extension Life Skills Evaluation System at: http://msg.calsnet.arizona.edu/state4h/lifeskills/

References

Local Maps

Use local guidebooks on geology, plants, and wildlife to enhance the walk

Research any of a number of Internet sites such as http://www.geocaching.com

You can also do a simple search for geocaching and find lots of information to suit individual needs or interests.

GPS manufacturers also have some information.

For further information, please contact: 4-H Youth Development , University of Arizona, Arizona Cooperative Extension

Geocaching Journal

Name:
Date:
Location:
GPS co-ordinates:
GPS units used
Map Name and scale
Name of Cache to be located:
School or Group:
Other Participants (Team Members)

Journal:
Starting Point:
    Co-ordinates
    Bearing:
    Distance to travel
Description of Area:
    (May include plants, weeds, evidence of human activities or wildlife, geology, slope, or general impressions).

Point 2
Co-ordinates
    Bearing:
    Distance to travel
Description of Area:
    (May include plants, weeds, evidence of human activities or wildlife, geology, slope, or general impressions).

Point 3,4, etc.

Cache:
    Time cache found: _____
    GPS Coordinates
    Description of Cache container and contents:
    Description of any items taken or left
    Copy of notes made in the Cache journal.

Evaluation:
What did you learn from this exercise?

How strenuous was the activity?

Would you prefer an easier or more difficult walk, hike or climb?

The University of Arizona
College of Agriculture and Life Sciences
Tucson, Arizona 85721

Linda Masters
Acting County Extension Director, Extension Indian Reservation Program, Agriculture and Natural Resources and 4-H Agent

Contact:
Daniel A. McDonald, Ph. D.
mcdonald@email.arizona.du

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YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 7 – 8

SCHOOL WALKING CLUBS
WALKING AND MOVING WITH NUMBER CONES

Overview

This is a movement game designed for a school-walking club. This activity provides movement, group unity and an opportunity to discuss geometric shapes when the "cones" are created and placed outdoors for this activity.

Objectives

The youth will learn to appreciate physical activity in a fun and creative environment. Youth will learn to identify and understand geometric shapes and follow a pattern of numbers during the walk. Youth will learn to play fair and help one another during the walk.

Materials/Equipment/Visuals/Handouts

5 paper plates, 5 scissors, tape, markers, good walking shoes, white board and dry erase markers

Time required

30 minutes

Text

1. Divide the students into five groups, giving them each a paper plate, scissors, tape and markers.
2. Have the students decorate their plate and assign them a name to highlight with their markers between 1 and 5.
3. Have them cut half way through the paper plate, bend into a cone shape and tape the plate into position.
4. Bring the students back together to show their plates and utilize a whiteboard in the classroom to "map" out a walking course.
5. Take the children outside on the playground/park and put the cones in place.
6. Begin at the start line and walk to cone #1. When they arrive have the students do one sit-up.
7. Skip to cone #2 and have the students do two hops on one foot.
8. Walk to cone #3 and have the students run in place to the count of three.
9. Skip to cone #4 and have the students do four jumping jacks.
10. Walk to cone #5 and have the students do five arm circles forward and five arm circles backwards.
11. Walk back to the finish line and congratulate all children on their success.
12. For a more intense physical activity have the students do as many of the specific activities they can in 30 second at each cone.

Evaluation

1. Ask youth if they enjoyed working together to create the cones (teamwork, communication skills).
2. Ask the students what shape the cones were and if they could change them into another shape.
3. What exercise was the best? Did they enjoy walking and/or skipping?
4. What was good about walking? Did they feel healthier and energized?

The *Physical Activity Lesson Plan Survey* provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

When administering this survey to young children, the program leader may explain the difference between response items (two smiley faces versus two sad faces) and to read each item to the children. The children can then circle or check the appropriate box. Most middle-school youth should have little problem with the reading level.

For more information on conducting program evaluations visit the University of Arizona Cooperative Extension Life Skills Evaluation System at: http://msg.calsnet.arizona.edu/state4h/lifeskills/

References

http://www.usgames.com

Family TLC: www.familytlc.net

For further information, please contact: 4-H Youth Development, University of Arizona, Arizona Cooperative Extension

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The University of Arizona
College of Agriculture and Life Sciences
Tucson, Arizona 85721

Kim Gressley
4-H Youth Development Agent

Contact:
Daniel A. McDonald, Ph. D.
mcdonald@email.arizona.du

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YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 8-13

ORIENTEERING

Overview

Orienteering combines physical activity with critical thinking skills. It's an activity that can be tailored to a situation, time span or space depending on the needs.

Objectives

Participants will learn how to read a map, work cooperatively with a partner and be physically active.

Materials/Equipment/Visuals/Handouts

A selected course, map to that area, markers (ribbons, pieces of tape, tacks, etc.) for each stop (use unique markers for each stop)

Time required

Can be completed in an hour, or longer, depending on the number of stops on the map, distance between stops and the abilities of the participants.

Text

1. In advance, plan a course on the map, and mark it with 12 locations for students to find along the course. (If using an outside course, have students work in pairs, and use fewer locations. Seven or eight stops are about right for beginners). Make enough copies of the map for each student to have his or her won (even if they work in pairs).
2. In advance, place a number of markers at each location (equal to the number of individuals/groups participating). Placing markers under desks and tables works well, but never completely hide a marker; this activity is about accurate map reading, not archaeological or forensic skills. Determine a physical activity (e.g. 25 jumping jacks, 10 sit ups, hop on one foot for 30 seconds that the participants will need to perform after finding the marker
3. Introduce the activity to the participants as a map reading adventure similar to the sport of orienteering where people called orienteers read special topographic maps and run swiftly through the woods along a timed course.
4. Hand out the maps to students. Have participants turn their map until it lines up with the way the room is, make sure everyone knows where they are, and explain that they should turn their bodies when they travel rather than the map.
5. Shows participants a sample of the markers used. Have the students travel the course in the direction indicated on the map and locate the 12 stations (or have half the group go forward through the stops and the other half go backwards). Tell participants arrive back, tell him/her the physical activity to perform. Once completed, participant can move on the next stop on the map.
6. Reconvene the group after a majority has finished. Hold a discussion about their experience.

Evaluation

Ask the participants how many stops they found and how many physical activities did they have to complete.

The Physical Activity Lesson Plan Survey provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

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For more information on conducting program evaluations visit the University of Arizona Cooperative Extension Life Skills Evaluation System.at: http//msg.calsnet.arizona.edu/state4h/lifeskills/

References

There are many web sites on orienteering available. Here are a few to get you started:

http:// www.orienteering.org/

http://www.us.orienteering.org/

http://www.online-orienteering.net/

For further information, please contact: 4-H Youth Development, University of Arizona, Arizona Cooperative Extension

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THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
TUCSON, ARIZONA 85721

CURT PETERS
4-H Youth Development Agent

CONTACT:
DANIEL A. MCDONALD, PH. D.
mcdonald@email.arizona.du

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YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 9-13

VERB

Vision

All youth leading healthy lifestyles

Mission

To increase and maintain physical activity among tweens (9-13 year olds).

Need

According to CDC's Youth Risk Behavior Survey data, 32% of high school students in the U.S. attend physical education classes daily, down from 42% in 1991. Decreasing physical activity, together with unhealthy eating, has resulted in a tripling of the percentage of children and adolescents who are overweight over the past 20 years. Emerging trends of Type 2 diabetes in youth may be one of the first consequences of the epidemic of obesity in youth.

Audiences

Pre-teens ("tweens"), parents, and adult influencers (such as educators, youth leaders, physicians) with special attention to racial/ethnic populations.

Strategies

Strategies of the multicultural VERB' Campaign are:

- Multimedia advertising and promotions including television, radio, magazines, the Internet and sponsorships.
- Partnerships with federal, national, state and local organizations that support campaign goals through similar missions.
- Grassroots events that encourage youth to discover activities that lead to physical activity and healthy lifestyles.
- Partnerships with corporations that have a similar messages and goals as well as entertainment media popular with youth and their influencers.
- Youth involvement in the campaign strategies and messages.
- Continual evaluation of the short- and long-term impact of the campaign.

For More Information Contact

CDC's Youth Media Campaign, VERB'

Centers for Disease Control and Prevention

Phone: 770-488-6480

E-mail: youthcampaign@cdc.gov

Web Sites to Visit

- For tweens: www.verbnow.com
- For parents: www.verbparents.com
- For professionals: www.cdc.gov/youthcampaign

THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
TUCSON, ARIZONA 85721

VANESSA A. STANFORD M.S., R.D., C.S.C.S.
Research Specialist Sr.

CONTACT:
DANIEL A. MCDONALD, PH. D.
mcdonald@email.arizona.du

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YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 9 -14

PROMOTING LIFETIME ACTIVITY FOR YOUTH

Overview

Promoting Lifetime Activity for Youth is a program that is offered to schools statewide free of charge. It is a three step, teacher-directed program designed to promote 30 to 60 minutes of daily, independent physical activity in youth. In Arizona, schools provide the program through County Health Departments. Teachers are trained by Promoting Lifetime Activity for Youth staff prior to program implementation.

Objectives

- To increase the number of 4th - 8th grade youth in participating schools who accumulate 30 to 60 minutes of daily, moderate-intensity physical activity.
- To teach skills that promotes self-directed lifetime activity in youth from participating schools.
- To foster the value to be physically active young youth in participating schools.
- To increase public awareness of community opportunities for physical activity.
- To build the capacity of local health departments to promote physical activity in their communities.

Materials/Equipment/Visuals/Handouts

All participating students receive a handbook, which suggests a variety of ways to be physically active and provides a log for recording their daily activity time. All teachers receive a program manual, a wall chart to record students' progress, classroom equipment, and student promotional items.

Time required

It is implemented throughout the school year.

Text

It is a three step, teacher-directed program designed to promote 30 to 60 minutes daily, independent physical activity in youth. In Step 1, classroom teachers teach the Promoting Lifetime Activity in Youth philosophy by discussing the importance of physical activity and demonstrating the activity can be simply, fun and require little athletic ability. The emphasis in this first step is to get youngsters moving with something as simple as "walking and talking with a friend" or playground games. Teachers then transition to Step 2 and introduce new activities that students might enjoy. Teachers direct a daily 15- minutes activity break for the students for a minimum of three weeks. Step 3 is implemented throughout the remainder of the school year.

Evaluation

Assessment tools are included.

The Physical Activity Lesson Plan Survey provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

When administering this survey to young children, the program leader may explain the difference between response items (two smiley faces versus two sad faces) and to read each item to the children. The children can then circle or check the appropriate box. Most middle-school youth should have little problem with the reading level.

For more information on conducting program evaluations visit the University of Arizona Cooperative Extension Life Skills Evaluation System at: http//msg.calsnet.arizona.edu/state4h/lifeskills/

References

Tammy Vehige, Program Manager

Preventing Health and Health Services Block Grant

2700 North 3rd Street, # 4050

Phoenix, AZ 85004

Telephone: (602) 364-2401

Email: tvehige@hs.state.az.us

Web site: http://www.azdhs.gov/phs/physicalactivity/play.htm

For further information please contact: 4-H Youth Development, University of Arizona, Arizona Cooperative Extension

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The University of Arizona
College of Agriculture and Life Sciences
Tucson, Arizona 85721

Vanessa A. Stanford M.S., R.D., C.S.C.S.
Research Specialist, Sr.

Contact:
Daniel A. McDonald, Ph. D.
mcdonald@email.arizona.du

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05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 9-ADULT

DON'T DROP THAT BALL

Overview

"Don't Drop that Ball" can be frustrating as it involves catching and throwing among the group. It is recommended that this game be used after the group has some success with another team building/communication activity. Evaluate the level of hand-eye coordination of your group before using this game with very young children. Use this game indoors or out and with a group of no more than 10.

Objectives

Youth will be able to practice throwing and catching skills, and increase positive communication. Youth will be able to understand the importance of all participants having equal responsibilities to be a member of a team. Youth are able to apply this learning to their sport and will demonstrate these skills in their team efforts.

Materials/Equipment/Visuals/Handouts

Multiple small, soft balls are used. Koosh brand balls are preferred. One ball is needed for each group member.

Time required

The entire activity can be completed in 5-10 minutes depending upon the number of participants and their aptitude for throwing and catching the balls.

Text

Starting with one ball, a player throws it about ten feet up into the air. Another player needs to catch it.

If this was done without the ball hitting the ground, and another ball is added so that two players now throw their balls into the air and two other players catch them.

Each time a throw is successful, another ball is given to the group.

All the balls must be thrown into the air at the same time and caught by someone other than the thrower. A thrower can throw a ball and still catch another person's in the same turn.

If any ball is dropped the group starts over again with one ball.

Evaluation

The *Physical Activity Lesson Plan Survey* provides a core set of items program leaders may choose to assess in determining the extent to which young people enjoyed the activity and plan to continue participating in the activity outside of the program. The items also address many of the stated objectives in individual lesson plans, including: teamwork, inclusiveness, challenge, and exertion.

When administering this survey to young children, the program leader may explain the difference between response items (two smiley faces versus two sad faces) and to read each item to the children. The children can then circle or check the appropriate box. Most middle-school youth should have little problem with the reading level.

For more information on conducting program evaluations visit the University of Arizona Cooperative Extension Life Skills Evaluation System at: http://msg.calsnet.arizona.edu/state4h/lifeskills/

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Youth leadership in action, (1995). Kendall/Hunt: Dubuque, IA.

For further information please contact: 4-H Youth Development, University of Arizona, Cooperative Extension

THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
TUCSON, ARIZONA 85721

DARCY TESSMAN
Extension Agent, 4-H Youth Development

CONTACT:
DANIEL A. MCDONALD, PH. D.
mcdonald@email.arizona.du

This information has been reviewed by university faculty.
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05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 9-19

GROUP JUGGLE

Overview

Group Juggle is a great game to get to know the names of youth at the onset of a workshop. Use it as an icebreaker and as a way to include all participants equally.

Objectives

Youth will be able to learn names of fellow participants, practice throwing and catching skills, and increase positive communication. Youth will be able to understand the importance of all participants having equal responsibilities to be a member of a team. Youth are able to apply this learning to their sport, and will demonstrate these skills in their team efforts.

Materials/Equipment/Visuals/Handouts

Multiple small, soft balls are used. Koosh brand balls are preferred. Depending upon the size of group, three to eight balls may be used.

After the concept for the exercise is learned, basketballs, soccer balls and other sport balls can be used to provide ball-handling skills appropriate to the sport being coached. Use caution and fewer balls if hard balls are used.

Time required

The entire activity can be completed in 10-30 minutes depending upon the number of participants (make groups smaller than 15) and their aptitude for throwing and catching the balls.

Text

Youth need to be listening to the names given, watching the order in which participants are thrown the ball and need basic ball throwing and catching skills.

The group forms a circle. The leader begins the toss by calling out the name of the participant that will have the ball thrown to next. The ball is thrown and caught by participant two. Then, participant two, calls out the name of the next person who will be thrown the ball. This continues until all participants have a chance to catch and throw the ball.

Once the pattern is established, the leader begins the same pattern again, this time adding another ball and another as the participants continue the pattern until all balls have gotten back to the first participant.

Evaluation

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For further information, please contact: 4-H Youth Development, University of Arizona, Arizona Cooperative Extension

THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
TUCSON, ARIZONA 85721

KIM GRESSLEY
4-H Youth Development Agent

CONTACT:
DANIEL A. MCDONALD, PH. D.
mcdonald@email.arizona.du

This information has been reviewed by university faculty.
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05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 11 – 13

URBAN HIKING AND FITNESS FIELD TRIPS*

Overview

Urban Hiking and Fitness Field Trips provide young people with an opportunity to experience the benefits of walking while expanding the venues of physical activity beyond the walls of the gymnasium or the confines of the playground to connect students with their neighborhoods and community. This curriculum incorporates concepts of positive youth development.

Objectives

- Students learn concepts of physiology including low and high range of heart rate.
- Students learn map reading and apply math skills to calculate pace, distance, and target heart rate.
- Students develop connectedness with neighborhoods and community.
- Students are provided with opportunities for leadership.

Materials/Equipment/Visuals/Handouts

Copies of area map, Compass, Paper and Pencils, Pedometers (optional), and Comfortable shoes and clothing.

Time required

30 – 45 minutes (each walking expedition should be at least 30 minutes, however it may be necessary to start with shorter walks and increase distance over several weeks).

Text

1. Provide students with a copy of an area road map. Either divide students into smaller groups or work as one large group in deciding routes to take. The group can decided that it wishes to simply get to and from a particular destination, or there may be themes applied to the expedition.
2. Through group process decide on a theme or overall purpose for the Urban Hike / Fitness Field Trip. (Examples might be: visiting a local park or other recreation area; exploring a walking trail; observing safety conditions such as condition of sidewalks, crosswalks, and traffic flow; or noting architectural features; picking up trash or assessing the amount of trash along the route; or visiting cultural sites such as museums, university campuses, or historical sites)
3. Students plan trip by considering distance, pace, physical abilities of all, and safety.
4. Using the legend on the map, students read the symbols representing road types and measure the distance of the route they plan to take.
5. Using a measured distance, students determine different walking paces and calculate how long it will take to walk a specified distance (one mile) at each pace. (Pedometers can be used to count the number of steps taken. Students can increase steps by 10% or any amount each week.)
6. Students take their "at rest" heart rate for 15 seconds and then multiply that number by 4 to calculate their heart rate.
7. Students calculate low and high range of heart rate (subtract from 220 student's age which equals their maximum heart rate. Multiply Max Heart Rate by .60 to get lower end of heart rate and multiply Max Heart Rate by 85 again to get upper end heart rate. Discuss why this is important to know.
8. To help connect student with their community and provide them with leadership opportunities, students can decide in large or small groups, to address a safety concern (such as a dangerous intersection) or a group project (such as adopting the area around their community center to keep clean). They can write letters to their local elected officials or neighborhood associations.

* This program was originally developed by Lynn Kramer, a Physical Education teacher at Tucson High School, Tucson Arizona. The content has been altered to be age appropriate for middle school students.

Evaluation

1. How FUN would you say this activity was?

   A lot of fun Pretty fun A little fun No fun

2. BEFORE participating in this activity, how often would you take a walk through your neighborhood either to get someplace or just for fun?

   Often (like every day)

   Sometimes (like once a week)

   Not very often (like once a month)

   Hardly ever (like once a year)

3. AFTER participating in this activity, how often do you take a walk through your neighborhood either to get someplace or just for fun (not counting the walking you do for this activity)?

   Often (like every day)

   Sometimes (like once a week)

   Not very often (like once a month)

   Hardly ever (like once a year)

4. How LIKELY do you think you will be to do this activity even when you get older, like after high school?

   Very likely (yes I plan to do this)

   Somewhat likely (maybe, but I'm not sure)

   A little likely (probably not, but I might)

   Not likely (definitely not)

5. As part of this activity, how much say did you have in MAKING DECISIONS about what went on?

   A lot (all the time)

   Some (most often)

   A little (once in a while)

   None (never happened)

6. What SUGGESTIONS do you have for making this activity better?

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When administering this survey to young children, the program leader may explain the difference between response items (two smiley faces versus two sad faces) and to read each item to the children. The children can then circle or check the appropriate box. Most middle-school youth should have little problem with the reading level.

For more information on conducting program evaluations visit the University of Arizona Cooperative Extension Life Skills Evaluation System at: http://msg.calsnet.arizona.edu/state4h/lifeskills/

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Decker, J., & Mize, M. (2002). Walking games and activities: 40 ways to make fitness fun. Human Kinetics: Champaign, IL.

For further information about this program please contact: 4-H Youth Development, University of Arizona, Arizona Cooperative Extension

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The University of Arizona
College of Agriculture and Life Sciences
Tucson, Arizona 85721

Daniel A. McDonald Ph.D.
Area Assistant Agent/Assistant Regional Specialist

Contact:
Daniel A. McDonald, Ph. D.
mcdonald@emailarizona.du

This information has been reviewed by university faculty.
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05/07

YOUTH PHYSICAL ACTIVITY

LESSON PLANS

AGES 14 YEARS – ADULT

TRAINING FOR WALKING RACES

Overview

Every year 4-H and other youth are asked to participate in community service for various groups. Inevitably the walk-a-thon or walking, running, bicycling races are the most widely used fund raising techniques for health organizations. This lesson plan is written to prepare youth for the physically challenging event. Some of these events are for varying distances. This training is based on a 5-K distance. It is the shortest distance and is equal to 5-kilometers, 5,000 meters or 3.1 miles, which translates to about 12 1/2 times around a high school track. If this is a first time event, the youth should start with the shortest distance.

Objectives

Youth will commit to a race to be motivated to include physical activity in their daily lives and enhance their performance. By setting concrete goals such as entering a walking event, youth can elevate any walking program to the next level of physical activity. Youth will feel a sense of pride and mastery, and accomplishment, which will increase personal confidence to try something new and succeed. Training for the walking event is quantifiable, youth will see their success at the time of the event.

Materials/Equipment/Visuals/Handouts

Watch and comfortable shoes. (Optional: inexpensive radio to listen too)

Time required

8 weeks total. Each week the training follows the same pattern of three days of alternating walking speeds and three days at a brisk pace for an hour each day. One day is reserved to rest the body from walking. It can be used for other activities such as, swimming, jumping rope, or bicycling.

Text

The varying speed workout-training program consists of three basic timed blocks.

The first 30 minutes:

Warm up by walking moderately for 10 minutes. For the next 20 minutes, walk faster than you normally do at a moderate pace. You should feel a little out of breath but able to carry on a conversation comfortably. Cool down by walking slowly for 5 to 10 minutes or until your breathing has returned to normal.

As the training progresses, you'll add another 20-minute segment (set) to this workout with a short rest period in between. ("Rest" means slowing down so that you can breathe easily and evenly, not stopping or sitting.) There is a cool down period after completing both 20-minute sets.

The second 20 minutes:

Walk at a moderate pace for 5 minutes to warm up. Do a gentle stretch period, then walk for a 10 minute moderate pace. Your breathing should be fairly hard but still be able to talk. Slow down after 10 minutes and catch your breath. Rest for at least 5 minutes. This cycle would be repeated three times in a workout period. Cool down afterward.

The third 30 minutes: This is the speed demon workout. The idea is to work out fast enough that you may get out of breath and are unable to hold a conversation while walking. Warm up for 10 minutes by walking at a moderate pace. Walk as fast as you can for the next 5 minutes. You should not be able to talk, if you can, it wasn't a hard enough workout. Then slow down and let your breath go back to normal. As soon as you're breathing is comfortable, speed up your pace to a vigorous speed where you can not hold a conversation. You should repeat this thirty minute cycle four times. Cool down afterward.

On days between your speed workout, walk for an hour at a comfortable pace. You'll find your distance increase as your training progresses.

Tips for a Smooth Sailing Training

Remember to spend a few minutes stretching after every warm-up and cool-down. Choose exercises that target your calf and thigh muscles.

There may be days that you're unable to workout, simply pick up where you left off. However if a week or more has passed without a workout you may have to start at an earlier pace where you are at a more comfortable level. Motivate yourself by setting weekly goals to work towards such as number of steps, miles or minutes walked. For some of these goals you may need a pedometer. Increase these goals each day and week.

Your body should be comfortable after a workout. If you're extremely sore or tired the day after a workout, ease up on the speed. Walk only as fast as you can without feeling any kind of muscle or joint pain. Dizziness, chest pain, or sharp pain anywhere in your body, is a sign to stop your workout, and see your doctor.

Tips to Strengthen Your Stride

- **Take short, quick steps.** Long strides may slow you down in the long run and strain your muscles.
- **Use the heel-to-toe roll,** and push off with the back leg to keep your feet more comfortable during the workout.
- **Pump your arms**. Bend sharply at the elbows, and let them swing from your shoulders and your hands should brush your pockets. This helps you get more energy from your hips, the major power source for walking.
- **Control your hips.** Just imagine your hips as an extension of your thighs. When your thigh moves forward, your hip does too.
- **Stand tall.** This gives your waist more room to swivel back and forth with the motion of your hips and legs.

Evaluation

Each youth can measure their success by completing the race. How much money did they personally raise? Do they feel they have improved their fitness level?

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THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE AND LIFE SCIENCES
TUCSON, ARIZONA 85721

MARILYNN JOHNSON
Retired Family and Consumer Development Agent

CONTACT:
DANIEL A. MCDONALD, PH. D.
mcdonald@email.arizona.du

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