

Fitness for 30 Minutes

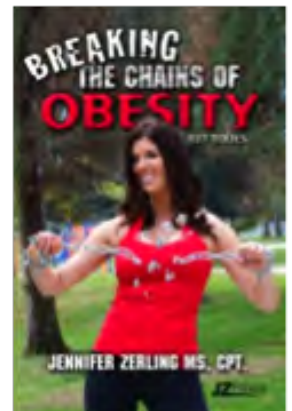
designed by



- **Overview:** Improved academic success and reducing the body fat in all students are two common goals that all teachers share. The decline of physical activity in schools and after-school programs has led to the rise of childhood obesity. Budget limitations and time constraints are mainly to blame. This ten station, 30 minute circuit-training program can be one of the solutions. Don't have 30 minutes on some days? Consider putting the students through each station once for a 10-15 minute workout. Fitness in 30 Minutes will get students into a moderate to vigorous heart rate zone (65-85% of max heart rate), thereby increasing mental acuity, while reducing body fat. This is an easy and effective physical fitness program suited for elementary, middle and high school classroom and/or physical education teachers to execute with their students.

- **Minimal Equipment Needed:**

- Foam Volley Balls: #9635
- Agility Ladder: # 10752
- Basketballs: # 12881
- Jump Ropes: (according to student population)
- Pulse Checker: #30852
- Whistles (for the teachers to blow after one minute elapses signaling a switch in stations)
- Countdown Clock to keep time for each station
- [Breaking the Chains of Obesity, 107 Tools](#) (pick a tool to review with students every day to help eradicate childhood obesity)



- **What are the Educational Applications?**

- Teaches students how to exercise at a moderate to vigorous physical activity pace.
- Teaches students how to take an active heart rate during physical activity.
- Improves students' general cardiovascular conditioning, muscle strength, flexibility, and endurance.
- Improves body composition by decreasing body fat and weight for most students.
- Incorporates balance, coordination, and agility, all of which offer great topics for discussion after the workout.
- Early exposure to wellness and physical fitness will prepare children for adulthood alternative exercise programs when school sports are no longer an option.

- **How Can I Use This Product with My Students?**

- **Where:** Can be used indoors or outdoors
- **Age:** Elementary, Middle School, and High School
- **Group Size:** Can be split up into one student at a station, partners, or small groups.
- **Basic Skills Needed:**
 - Agility
 - Spatial awareness/proprioception; (where they are in reference to other things and participants)
 - Balance
 - Ability to jump a self-turned rope
 - Volley a tossed lightweight ball, using the forearm pass
 - Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.

- Upper body strength and endurance
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness
- Develop a health related fitness goal and track progress using health/fitness indicators
- Determine the relationship of personal health practices and behaviors on an individual's body systems
- Appropriate for a variety of age ranges and skill ranges.
- Be sure to demonstrate proper technique prior to allowing students to use equipment

• **Set Up/Instructions:**

First set up the 10 workout stations, which includes the pulse reading station. Once the equipment is in place, then position the students at their respectable stations. Leave approximately 5 feet in between each station, ensuring that the jump rope station is safely positioned to avoid injuries. Proper warm up prior to exercising is imperative. Teach the participants dynamic flexibility which means working the muscles through a full range of motion for a five second count. For example, have the participants slowly reach down to touch their toes, slowly roll up to an upright position for a total count of five and repeat this stretch five times. Review heart rate retrieval prior to the beginning of the course to check for student understanding. For all activities, the participants should stand at their stations, wait for the whistle to blow by their teacher, and then begin their 1 minute of exercise at their assigned station. The countdown clock should be set for one minute intervals with approximately 20 second recoveries. During the recovery, each student should rotate to the next station. Students should continue through the circuit of stations until they have returned to their initial one. This circuit should be repeated for a total of three sets, each station with a duration of one minute each.

The 10 Station Circuit

• **Station #1: Mountain Climbers**

- **Objective:** To generate strength and endurance in the core and upper body via this powerful exercise. May be performed on the floor or on stretch mats.
- **How to Execute:** Starting in plank position, have the participants place their hands directly under their shoulders (shoulder distance apart), balancing on their hands and toes. With their core muscles engaged, have them bring their right knee up toward their right arm pit, then returning their leg back to starting position. Switch sides where the left knee comes up to the left arm pit. Once they get the motion right, then have them speed up the movement while maintaining proper core engagement and neutral spinal alignment.

• **Station #2: Volleyball Bumps**

- **Objective:** To develop coordination skills of volleying a lightweight ball on the participants' forearms
- **How to Execute:** Each participant will receive their own foam weight volleyball and will volley the ball on their forearms either in the air, to a partner, or against a wall. The participant should aim at keeping the ball in volley as long as they can for a minute period.

• **Station #3: Agility Ladder**

- **Objective:** To improve foot agility, speed and coordination which can benefit performance in sports.
- **How to Execute:** Place the 5 yard or 10 yard agility ladder down and set the participants up at the front end of the ladder. When the whistle blows, the participants should do the appropriate drill as demonstrated by their teacher (right foot-left foot into box, lateral motions, single leg hops, etc). The goal is for the participants to not step on the rings that establish the borders of each box that they run through. Each participant should be light on their feet and aim for precision of movement from one end to the other, running back to the front of the ladder once they run through it, and starting again until they rotate to the next station.

• **Station #4: X-Jumps**

- **Objective:** To improve directional changes, while increasing the participants' ability to understand spatial awareness training within their anaerobic fitness zone.
- **How to Execute:** With heavy duty tape placed on the floor or by using the grooves in the ground, have each participant understand how to jump at a 90 degree angle and land on the other arm of an "x" formation. Students should continue their "x" jumps for a whole minute.

• **Station #5: Heart Rate Check (Pulse Station)**

- **Objective:** To teach the participants the value of knowing how to take an active pulse during physical activity. The purpose of this station is to also identify whether or not the intensity of the participants' output is high enough to be considered Moderate to Vigorous Physical Activity or MVPA.
- **How to Execute:** Using the pulse checker II, have 5 pulse checkers available for check pulses at this station. The participants can do a follow up pulse check manually to ensure that they understand how to use the pulse reader for future programs that may not have pulse checkers available. The teacher should have an excel spreadsheet with every student listed on the left column. The date should be listed on the top of the column. An "x" should be placed in the box for every student who achieves MVPA (65-85% of their max heart rate) within the 30 minute period.

• **Station #6: Single Leg Basketball Dribble Station**

- **Objective:** To work on balance while working on the coordination and ability to dribble a basketball.
- **How to Execute:** Each participant will have their own basketball to dribble, and will be asked to continuously dribble the basketball while balancing on a single leg for a minute. Participants should have the option of passing the basketball back and forth to other participants at the station for variety and partner interaction.

• **Station #7: Jump Rope**

- **Objective:** To work on balance while working on the coordination and ability to dribble a basketball.
- **How to Execute:** Each participant should jump rope for a minute and aim for continuous jumps throughout the minute. If the rope stops, the participant should simply begin jumping again. The teacher can set a continuous jumping goal to make it fun for the participants so that they have something to aim for and see improvement.



• **Station #8: Jumping Jacks**

- **Objective:** To work on the coordination of upper and lower body limbs in synergy with each other.
- **How to Execute:** Position the participants in a straight line, spaced 2 feet apart. The participants should execute as many jumping jacks as they can in a one minute period.

• **Station #9: Pushups**

- **Objective:** To build upper body (chest, arm, and shoulder) strength, while improving core strength. The goal is to improve the number of pushups a participant can accomplish in one minute over the course of time.
- **How to Execute:** Using a gym mat or on the grass, position each participant in a plank position (each participant should start out on their knees) with their hands a little wider than shoulder distance apart and their core muscles engaged. Each participant should come down where their elbows are flexed at a 90 degree angle and push back up to slight flexion of the elbow. Each participant should be taught to not lock out their joints at the top of the exercise.

• **Station #10: Crunches**

- **Objective:** To build core and abdominal strength.
- **How to Execute:** Using a gym mat or on the grass, position each participant on their backs with their hands at their side, feet hip distance apart, knees facing forward. If a participant wishes to cradle their neck for neck support, then the teacher should teach the participant not to yank on their neck during execution. Each participant should perform as many crunches as they can during the one minute time frame. At the end of the circuit training period, pick one tool from [Breaking the Chains of Obesity, 107 Tools](#) and talk about it with the students for 5 minutes. For example, Tool #47 states Stretch Every Day. Review 5 stretches with the students after training. Consider stating, "It's important to stretch every day to help alleviate stiffness. We will stretch every 1 hour once we get back to our classroom to help you all feel flexible all day long."

• **Safety Issues & Concerns**

- Students should be aware of safely moving from station to station, avoiding any pushing, or running that causes bumping into each other.
- Students should remain at their station for the duration of the minute.
- Students should pay attention at all times to the teacher and other students around them.

- Make sure the jump rope station is spaced far enough away from other stations to avoid the rope hitting other participants.
- Do not allow students to stand near the jump ropes when others are moving it.
- NEVER swing jump ropes at another person.

Meets These NASPE Standards

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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