



THE POINT CHALLENGE

Physical Education Activity

National PE Standards: 1,2,3,4,5

Common Core Standard: Speaking and Listening Standard 1

Fit Kids Fit Future™ Universal Movements: Jump Rope, Air Squats, Get Down Get Ups, Side Bridge

Duration: 1 class period

Grades: 4-12

Equipment: 2 jump ropes, 2 basketballs, mats, 4 soccer balls, Point Challenge Scorecard for each team, 6 pencils, 1 stopwatch.

Objective: Students will practice jump rope, air squats, get down get ups, side bridge, basketball lay-ups, and running while practicing math skills by counting and recording repetitions completed.

Object of the game: Students complete an objective at each station and then convert their repetitions/points into a score on a scorecard handed out by the teacher.

Procedure:

- 1) Introduce the game to students, telling them the name and object of the game.
- 2) Explain important terms, words, or special names (if applicable) used in the game.
- 3) Explain the set-up, boundaries, and important areas or space that is used and its purpose.
- 4) Instruct students about the rules of the game and answer any of their questions.
- 5) Demonstrate the universal movements used in the game and proper form for those movements.
 - Use student volunteers in your demonstrations to increase their understanding and engagement.
- 6) For more complicated games, do a practice run first to accustom the students.
- 7) Display a list of movements (on white board or chalk board) if there are multiple movements being used throughout the game.

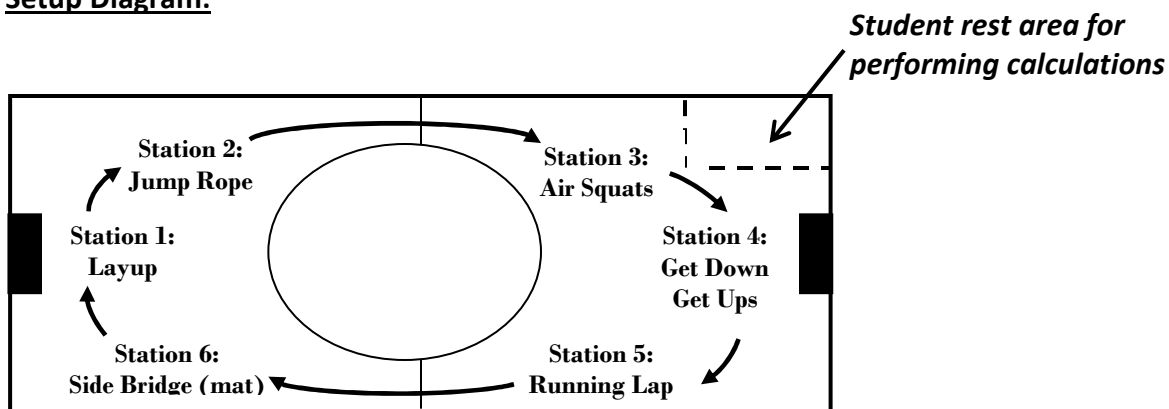
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Stations:

- Station #1 Basketball Lay ups
- Station #2 Jump Rope repetitions
- Station #3 Air Squats holding 2 soccer balls in your hands
- Stations #4 Get Down Get Up repetitions
- Station #5 Laps run around the gym
- Station #6 Side Bridge 45 seconds per side

Setup Diagram:



Instructions/Rules:

1. Inform students that they will be put into pairs and will be completing stations with a partner.
2. Students will be asked to come up with a team name for their group.
3. Students will track their points/repetitions for each station on their team scorecard counting total reps completed with their partner.
4. Each round is 90 seconds long followed by 90 seconds of rest.
5. During their 90 second rest students record their team points earned on their scorecard. Half the class plays at one time while the other half calculates their team points earned on their scorecard.
 - Example: 12 students (6 pairs) all spread out at the 6 different stations and complete the task at hand. Students will switch places after 90 seconds of play. The time serves as 90 seconds of rest for those students who just completed the station and are now recording their personal score. After both sets of students complete a station, they rotate to the next station until all 6 stations are completed. One full rotation is 18 minutes long.



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6. After the 18 minute game, students will announce their total score to the teacher who records it on the whiteboard. Students will be directed to stretch holding a seated toe touch while this takes place.
7. Teacher announces the winner at the end of class.

Reflection/Discussion:

Use the last 5 minutes of class for reflection and discussion of the various stations. Give students an opportunity to react and contribute ideas or suggestions. How did they feel? What was most difficult and challenging? What movements can they try to improve and strengthen? What would they do differently or change? How are these movements functional and important in our daily lives? Students are encouraged to complete a stretch chosen by the teacher while participating in the discussion.

Recommendation:

We recommend students play each game a minimum of two times allowing them to learn the rules and master the game. We also recommend modifying games and the universal movements used based on student feedback and teacher observations as discussed during the Professional Development Seminar. However, we want educators to remember the main focus of these games: to learn and improve upon the 11 universal movements, while having fun!

In addition, we recommend choosing a student helper to assist in the warm ups and Fit Kid Fit Future™ games. During our pilot program, we asked the guidance counselor to make a recommendation on a student who he/she felt would benefit from this leadership role. This was a success on multiple levels. Placing student helpers not only helps the PE teacher and those within the class but also increases this student's confidence and motivation as they are contributing to the school community.



Name: _____

Date: _____

Point Challenge : Team Scorecard

	Station 1	Station 2	Station 3	Station 4	Station 5	Station 6
	Layups	Jump rope	Air squat	Get down get ups	Running	Side Bridge
Points Earned:						

Math Work Area:

Station 1: Basketball layups (each layup is 2 points)

Station 2: Jump rope (each rotation is 1 point)

Station 3: Air squats holding 1 soccer ball in each hand (2 points each)

Station 4: Get down get ups (3 points each)

Station 5: Laps run around the gym (5 points each)

Station 6: Side bridge (completing the side bridge 45 sec/side = 50 points per student)

*Student needs to reach 45 seconds for both sides to achieve 50 points. If both students complete the task, it is a total of 100 points.

Total Points Earned: _____