



Fantastic Fitness Sport Education Season

*The Battle for the
Chicken*



Fantastic Fitness Sport Education Season

This unit was conducted with 3 x 5th grade physical education classes (daily classes for 35 mins, ~60/class) over 20 consecutive days.

The materials that follow should give you sufficient detail that you could reproduce the season, or make any local modifications that suit your group of students.



Over a 4-week period, the students participated in a 20-lesson (5 days per week) season called “CrossFit Challenge” which followed the “event model” format of Sport Education (Siedentop, Hastie, & van der Mars, 2011, p. 111). Within this format, all competitions were team based with all students making individual contributions towards a team score. The leading team at the end of each week took possession of “The Chicken”, who accompanied the team in all its practices and competitions, as well as to their classroom.

The lessons were classified into three types; instruction, free practice, and competition days.

- During *instruction days* students were informed by the teacher about their next competition, and were provided with health-related fitness knowledge. For example, during the second lesson students learned about muscular strength and endurance exercises and how to increase resistance.
- During *free practice days*, students were given time to complete workouts as a team in order to prepare for the upcoming competition. Students were able to select and participate in any particular exercises which they believed would prepare them best for success.
- Three *competitions* were held during the course of the season. Each competition spanned two lessons, with the first being a “dry run” practice day in order to teach students the scoring protocols.
- The first competition was called “Head to Head” in which each team designed their own exercise challenge during the practice days leading up to the competition. Teams then competed head to head against one other team, with each team completing their own exercise challenge as well as that of the team they were competing against. Teams were awarded five points each time they registered the faster time.
- The second challenge was labeled the “Until” challenge. As a team, students had to complete 300 jump ropes, 200 mountain climbers, 200 box step overs, 100 curl-ups, and 16 scooter swims (i.e., lie prone on a scooter and using only their arms, “paddle” a distance of 20 feet). Each team member was required to complete at least one of each exercise as they contributed to the total number needed to gain as a team. This arrangement provided individual students as well as the teams the opportunity to evaluate their fitness strengths and weakness, thereby encouraging them to implement strategies that would allow the team to maximize each player’s potential as they strove to complete the challenge the fastest. It also allowed for diversity during training days, where students could select to maximize their strengths or work on their weaknesses.
- The final competition was named “Everyone Across the Gym”, and followed the traditional CrossFit format where students progressed from one side of the activity area to the other by completing set exercises. This challenge involved completing, in order, 30 jump ropes before moving onto 20 bench push-ups, 20 sitting leg extensions, 30 shuttles runs between two cones, 20 medicine ball squats, and finishing with 20 core exercises involving pushing a scooter using only the legs. Scores were based on the time taken, with points being awarded for times in various zones. The team score was calculated by adding individual scores.

Season Outline

1	2	3	4	5
<ul style="list-style-type: none"> • Intro to the season • Concept of challenges • Announcement of teams (based on earlier fitness test scores) • Complete team sheets (<i>Resource 1</i>) 	<ul style="list-style-type: none"> • Muscular strength/endurance lesson • Teams complete a circuit and record reps. • Focus on MSE knowledge (reps, sets, overload) • Discuss sample exercises 	<ul style="list-style-type: none"> • MSE team practice • Examining different activities • ½ lesson circuit (<i>Resource 2</i>) • Team to design own exercise for Challenge 1 	<ul style="list-style-type: none"> • Aerobic lesson • Focus on aerobic knowledge • Sample exercises 	<ul style="list-style-type: none"> • AER team practice • Examining different activities • ½ lesson circuit (<i>Resource 3</i>) • Team to design own exercise for Challenge 1
6	7	8	9	10
<ul style="list-style-type: none"> • Introduce Challenge 1 (<i>Head to Head</i>) • Team practice and training • Refine exercise 	<ul style="list-style-type: none"> • Team practice and training • Refine exercise • <i>Distribute fitness knowledge quiz 1 -- crossword (points awarded to teams for those who complete it)</i> 	<ul style="list-style-type: none"> • Challenge 1 practice run • Encourage quick set up and explanation • Focus on scorekeeping 	<ul style="list-style-type: none"> • Challenge 1 real competition • Head to head competition • See rules below 	<ul style="list-style-type: none"> • Introduce Challenge 2 (The Until Challenge) • Team practice and training
11	12	13	14	15
<ul style="list-style-type: none"> • Team practice and training 	<ul style="list-style-type: none"> • Team practice and training • <i>Distribute fitness knowledge quiz 2 – word search (points awarded to teams for those who complete it)</i> 	<ul style="list-style-type: none"> • Challenge 2 practice run • The “Until” challenge 	<ul style="list-style-type: none"> • Challenge 2 real competition • The “Until” challenge 	<ul style="list-style-type: none"> • Introduce challenge 3 • Team practice and training
16	17	18	19	20
<ul style="list-style-type: none"> • Team practice and training • <i>Distribute fitness knowledge quiz 3 – scramble (points awarded to teams for those who complete it)</i> 	<ul style="list-style-type: none"> • Team practice and training 	<ul style="list-style-type: none"> • Challenge 3 practice run • Full Cross-fit circuit to determine cut off times 	<ul style="list-style-type: none"> • Challenge 3 real competition • Full Cross-fit circuit with cut off times 	Present awards and final festivity

Challenge 1: Head to Head

1. Your team is to design a secret fitness challenge.
2. The challenge should take about 3-4 minutes to complete.
3. You can decide the format of the challenge. It might be a relay, or it might be something that everyone on the team has to do.
4. On competition day, you will compete against one other team.
5. You will present your challenge and then time your opponent how long they take to complete it
 - a. You will then do your own challenge to try to beat that time.
6. You will then do your opponent's challenge to set a time, and then they will try to beat your time.
7. The team who scores the fastest time on each challenge gets 5 points.

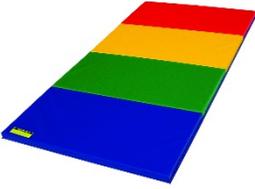
Aerobic or Muscular Strength	Describe the exercise here	Drawing of your challenge
<i>What equipment do you need?</i>	<u>What does each person do?</u>	
How many of these do they do?		

Challenge 1 Notes for teachers

- Most teams designed some form of relay, with a combination of fitness elements from the aerobic and resistance circuits.
- Most had combinations of both fitness forms.
- Some groups focused totally on muscular strength (one team's challenge required all members to do 50 hand step ups from a push up position onto an aerobics step).
- Teams had penalty points (in terms of adding 5 secs) if someone knocked over a hurdle, or touched a jump rope when they had to crawl or roll under it.
- Teams WERE encouraged to design circuits that would maximize their abilities and fitness profiles.
- Teams were encouraged however, to “look around” and see what other teams were designing so that during training days they did not focus totally on their own event.
- During competition, all but 3 (out of 24) teams “held serve” – they won they own event, but lost when they completed the opposition's.



Challenge 2: The “Until” Challenge

300 jump ropes (2 people)	200 mountain climbers (2 people)	100 bench steps (2 people)	100 curl ups (1 mat)	16 scooter swimmers (1 person)
				

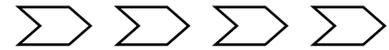
- Teams are given only the inventory listed above
- Teams have to do the exercises UNTIL they complete ALL of them as a team (*i.e. not all team members had to do equal amounts of each exercise – allows for specialization & different fitness levels*)
- Team members can rotate to another activity at any time (*this requires significant strategy*)
- ALL team members have to do AT LEAST ONE of EACH of the 5 exercises
- One team completes the challenge while the other keeps score and time (then change places)

Challenge 2 Notes for teachers

- We gave the scoring teams bean bags, cones, yarn balls etc. with which to score.
- For jump rope as an example, the two score keepers had 10 yarn balls. They dropped a yarn ball each time the student/s they watched completed 30 jump ropes – for mountain climbers it was every 20, and for curl ups and step ups every 10.
- This meant that a station was CLOSED when all the equipment had been dropped.
- Encourage teams to cross train during *training days*, but also working to their strengths.
- Scooter swimmers required the student to lie on the scooter and use only arms to go to a cone and back
- Scoring is as follows: Fastest overall in the class (15 pts) – 2nd = 12, 3rd = 10, 4th = 8, 5th = 6, 7th = 5, 8th = 4 {Fastest 5th grade team our season was 2:38 !!} – average was more near to 3:15+



Challenge 3: Everyone Across the Gym



- All players on a team complete the challenge at the same time.
- Each member of each team has his/her own lane (so we had 21 lanes).
- We had 3 teams compete at once in the first round, then the next 3, then the final 2.
- There are 6 challenges in each lane.
- Each competing member is followed by their own personal scorekeeper from another team.
- Points are awarded based on time cut-offs, so each team will add total points.
- All team members do all the challenges.

START	Jump Rope	→	Bench Handups	→	Leg Press	→	Cone Shuttle	→	Med Ball Squat	→	Scooter Cores	→	FINISH
	30		20		20		30		20		20		

Jump rope

- 30 jump ropes in place



Bench Handups

- Begin with legs straight and each foot behind a piece of tape
- Hands are on the floor
- Player must place both hands up onto the bench, then to the floor = 1
- Complete 20



Leg Press

- Sit in a hoop, with hands on the floor, and a foam ball between the feet
- Player extends legs straight then brings knees to chest = 1
- Ball must pass across the edge of the hoop
- Complete 20



Cone Shuttle

- Shuttle steps across three cones, with one cross = 1
- Must touch at least one foot in each space and on the outsides
- Complete 30



Medicine Ball Squat

- Holding the medicine ball, squat and touch the milk crate = 1
- Complete 20



Scooter Cores

- Begin in a pushup position with feet on the scooter
- Scooter is placed between two lines
- Player bends knees to move the scooter over the line and then straightens legs = 1
- Complete 20



Scoring: We had a running clock, with points allocated in 15 second cut-offs.

- These are in no way set in stone
- Would suggest you get a feel for these as your run your practice day on Day 18

Time	Points
2:00 – 2:15	20
2:15 – 2:30	18
2:30 – 2:45	16
2:45 – 3:00	14
3:00 – 3:15	12
3:15 – 3:30	10
3:30 – 3:45	8
3:45 – 4:00	6
4:00 – 4:15	5



Resource 1:

Fantastic Fitness Season Team Sheet

Team members	Team name	Team responsibilities
		Captain
	Team colors	Data manager
		Monitors manager
	Team cheer (3 words only)	<i>** our students wore accelerometers, but you could use pedometers and if a team reaches a set number of steps they get bonus points</i>
		Equipment managers

Sample team names from this season:

Note... We require names to have adjectives, and be representative of the focus activity. No use of derogatory, sexist, violent words is accepted.

- “Cool Cardio Kids”***
- “Flexible Panthers”***
- “Strength Masters”***
- “Fitness Fanatics”***
- “Workout Warriors”***
- “Pull up Players”***
- “Muscle Heads”***

Resource 2: Muscular Strength/Endurance Circuit

- Each team progresses through the circuit
- 2 x 30 second time slots (score your partner)
- Data managers record team totals
- Team decides if the activity focused on legs, core, or arms
- Team decides how to increase the resistance (key term introduced in lesson opening)
 - We examined increasing resistance by (i) increasing weight, (ii) changing angles [e.g. different types of pushups], (iii) working more against gravity [higher benches for bench steps or dips]
- Teams ranked their favorite two stations at the end of class
- Cognitive vocabulary: reps, sets, resistance, strength, endurance, overload

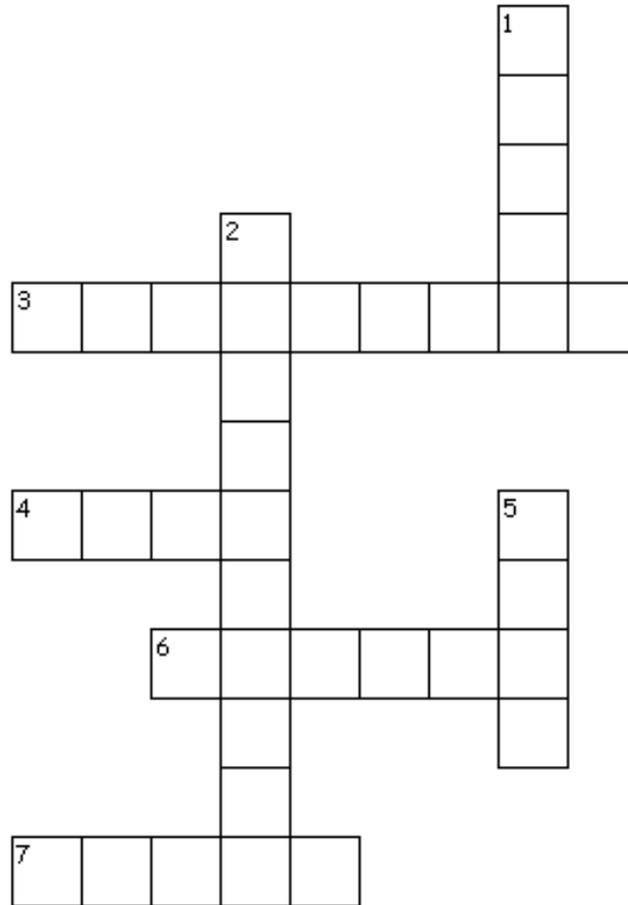
EXERCISE	REPS	BODY PART	HOW TO INCREASE RESISTANCE
Bench steps		Legs Core Arms	
Core planks		Legs Core Arms	
Rope shakes		Legs Core Arms	
Bench dips		Legs Core Arms	
Squats on bench		Legs Core Arms	
Curl ups		Legs Core Arms	
Lunges		Legs Core Arms	
Ball passes from push up		Legs Core Arms	

Resource 3: Aerobics Lesson Circuit

- Each team progresses through the circuit
- 2 x 30 second time slots (score your partner)
- Data managers record team totals
- Team decides how to increase the intensity (key term introduced in lesson opening)
 - We examined increasing resistance by (i) going faster, (ii) going longer, (iii) using more muscle groups during the exercise
- Teams ranked their favorite two stations at the end of class
- Cognitive vocabulary: pulse, heart rate, intensity, specificity

EXERCISE	REPS (30 secs)	HOW TO INCREASE INTENSITY
Jump rope		
Across the bench		
Burpees		
Shuttle runs		
Scooter pull		
Chinese jump rope		
Mountain climbers		
Obstacle course		

Supplemental Resource: Fitness knowledge puzzles



Across

3. You add this to make an aerobic exercise harder
4. The number of cycles of reps that you complete is called a _____
6. The beginning phase of an exercise routine
7. How many days a week to improve cardiovascular endurance

Down

1. The body part that is trained during cardiovascular endurance
2. You add this to make a strength exercise harder
5. How many exercises you do in one turn is called a _____

Word Search



X P N Y N R V A R T Z H K P Q
S P E C I F I C I T Y Z Y W O
E C A R D I O V A S C U L A R
F K V J O R Z D E U P W M Z K
L L O L P A E M P X V M C H I
E U I W W T Z S W R L T J I T
X H H F X S D Q I Z N U U H T
I K R A U D O X E S O S I Q W
B Y B B K E V T Q C T X Y D E
I D P N D D E S V W E A B R N
L J C N D B R A L A O C N Y T
I D I Z J Y L K B Q E W Q C Y
T R C Y A X O A H R M S H T E
Y N H B L Y A S T R E N G T H
O P Z M I N D M E H K B Q A M

Stretching will improve your (f)_____

Lifting weights is an example of muscular (s)_____

This type of endurance involves the heart (c)_____

Adding a weight to an exercise increases the (r)_____

Doing more exercises than you have done before (o)_____

Doing different exercises for just one muscle (s)_____

How many minutes to improve cardiovascular endurance (t)_____

Supplemental Resource: 5th Grade Knowledge Test Questions

(Correct answer is highlighted)

You can use the questions from Form A at the beginning of the unit, and then Form B at the completion

Form A	Question	Component
1	To improve my cardiovascular endurance, I should exercise at least 1 time each week 3 times each week 2 times each month	FITT
2	After exercising, you can bring your heart back to its pre-activity level by playing soccer jumping rope stretching	Workout
3	You know that you are selecting proper resistance if you can complete A set of 9 repetitions 1 lap around the track jump rope for 1 hour	HRF
4	An example of muscular strength is lifting a weight jumping rope for 15 minutes healthy eating	HRF
5	When I jump rope for a long time, I am working on the fitness component of endurance flexibility strength	HRF
6	If I have adequate flexibility, I will be less likely to injure my muscles gain weight lose strength	HRF
7	The phase of an exercise in which the heart rate is slowing back to a normal rate is called warm-up phase aerobic phase cool down phase	Workout
8	When you only concentrate and overload one component of fitness, you are demonstrating the principle of progression overload specificity	Training
9	By increasing the number of times that you work out a week from 1 to 4 times, you are demonstrating the principle of progression overload specificity	Training
10	By always doing exercises to increase the muscular strength in your arms, you are demonstrating the principle of progression overload specificity	Training
11	To improve my cardiovascular endurance, I should exercise at least 1 time each week 3 times each week 2 times each month	FITT

Form B	Question	Component
1	To improve my cardiovascular fitness, I should exercise for at least 5 minutes 10 minutes 20 minutes	FITT
2	To receive benefits from the overload principal, my muscles need to work more than usual less than usual about the same	FITT
3	I can show muscular strength by lifting a weight one time and muscular endurance by lifting a weight many times fast slow	HRF
4	To benefit from the principle of progression, I increase the amount of exercise gradually immediately rapidly	FITT
5	You can increase your strength by gradually increasing the running laps calories resistance	HRF
6	If you want to increase your muscular strength, you should play basketball lift weights stretch	HRF
7	The phase of an exercise in which a target heart rate is maintained is called the warm-up phase aerobic phase cool down phase	Workout
8	When you increase the amount of regular activity or exercise that you normally do, you are demonstrating the principle of progression overload specificity	Training
9	When you slowly increase the factors relating to FITT, you are demonstrating the principle of progression overload specificity	Training
10	By slowly increasing the weight you lift by 1 pound each week for 10 weeks, you are demonstrating the principle of progression overload specificity	Training
11	You can increase your <i>cardiovascular endurance</i> by doing core exercises increasing the intensity doing less reps	HRF