**In, Out, Around**

**Grade Level**
K through third

**Fitness Focus**
Aerobic capacity

**Equipment**
Music, whistle, and one hula hoop per child

**Organization**
Hula hoops are well spaced and scattered throughout the playing area. Players are in personal space, also scattered in the playing area and not touching a hoop.

**Activity Description**
1. Determine three signals, such as the following:
   - One short whistle: travel throughout the area
   - Two short whistles: jump in and out of a hoop
   - Three short whistles: jog around the outside of a hoop
2. When the music begins, players perform a locomotor movement traveling throughout the area without touching the hoops. You can call the locomotor movement or allow players to select.
3. On two short whistles, each player finds a hoop and begins jumping in and out on both feet.
4. On one short whistle, the players begin traveling throughout the area again.
5. On three short whistles, the players jog around the outside of their hoop.
6. Continue the activity, alternating the whistle signals.
Aerobic Circle

Grade Level
First through third

Fitness Focus
Aerobic capacity

Equipment
Lively music and CD or tape player

Organization
Players are evenly spaced in a large circle. Players move continuously around the circle alternating locomotor movements.

Activity Description
1. Use music as start and stop signals for this activity. The duration of this activity and the movements will depend upon the fitness level of the students. In the beginning, do the activity for less time or use less vigorous movements (or both). As students’ fitness levels improve, increase the duration and intensity of the movements.
2. Start the aerobic circle by having players jog around the circle (about 20 seconds), followed by a low-intensity activity (such as walking backward on heels and clapping). Then they jog again.
3. Continue alternating activities until 3 or 4 minutes have passed. Vary the movements by alternating between aerobic traveling movements (such as jogging, skipping, galloping, or sliding) and lower-intensity movements that will allow students some recovery time for prolonged participation. Encourage students to keep going.
4. Occasionally call changes in direction using the terms “Clockwise” and “Counterclockwise.”
5. Suggestions for lower-intensity movements include the following:
   - Walk, clapping hands
   - Walk on heels traveling backward, clapping hands
   - Walk with giant steps
   - Walk while snapping fingers in time with music
   - Step touch right and left, clapping hands

## Fitness Tag

**Grade Level**  
Second and third

**Fitness Focus**  
Aerobic capacity

**Equipment**  
Three different-colored pinnies, tape, and task cards (see activity description)

**Organization**  
Players are scattered throughout playing area. Playing area boundaries should be marked with cones or lines.

**Activity Description**

1. Select three players to be “its” (taggers). Each “it” wears a different-colored pinny and a sign denoting an unhealthy habit (risk factor for heart disease) and an exercise. Taping a card on the pinny with the term for the unhealthy habit (risk factor), the exercise, and the number of repetitions or duration will be helpful for players. The following are suggestions for unhealthy habits and exercises:
   - Smoking: curl-ups (eight times)
   - No activity: jumping jacks (eight times)
   - Junk food: sit and reach (hold each leg for eight “Mississippis”)
2. When a player is tagged, she must stop and perform the exercise that goes with the unhealthy habit (risk factor) and then continue to play.
3. After 3 or 4 minutes, assign different players to be taggers.
Pass the Fitness Ball

Grade Level
Second through fifth

Fitness Focus
Aerobic capacity

Equipment
A paper wad ball or an imaginary ball

Organization
Players form a large circle standing arm’s-length apart, or groups of six to eight players form several small circles.

Activity Description
1. One player starts by leading the group in an aerobic movement (e.g., jog, march, jump, hop, scissors jump, skier jump) for about 15 to 30 seconds.
2. The player then stops, calls out the name of someone else, and gently passes the real or imaginary fitness ball to that person.
3. The new leader starts a different movement.

Hint
Encourage the players to have several ideas in mind so as not to take away from the aerobic effect.
Double Slide

Grade Level
Fourth and fifth

Fitness Focus
Aerobic capacity

Equipment
Lively music with a steady 4/4 beat

Organization
One-third of the players make a circle in the center of the playing area. The other players make a larger circle around them. All the players in each circle join hands.

Activity Description
1. This activity requires cooperation and moving to the beat of the music. It is very challenging, but when mastered it provides a great sense of accomplishment and an aerobic workout. When the music begins, the outside circle first slides sideways right while the inside circle first slides left. The following pattern is established.
   - 16 counts in one direction followed by 16 in the opposite.
   - Repeat with 8 counts.
   - Repeat with 4 counts.
   - Repeat with 2 counts.
   - Repeat until the music stops.
2. Each time the game is played, allow a different group to be in the center circle.
3. Cuing for this activity can come from the teacher or a participating student. Using the cue “Reverse” on the last slide will be helpful. For example, when students are down to the last slide step, the cue would be “…15, Reverse.” On the cue “Reverse,” they are completing the final slide before making the transition to change directions.
4. Another version of this activity uses call and response. The outside circle does the movement and freezes, and then the inside circle responds with the same movement. This allows a little rest between movements and eliminates the tough transitional move to change directions.