

Physical Best: Physical Education for Lifelong Fitness and Health

Shuffle Activity

Level

3–5 (intermediate)

NATIONAL STANDARDS FOR K-12 PHYSICAL EDUCATION

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

NATIONAL HEALTH EDUCATION STANDARDS

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Objectives

- Students will be able to define specificity (type) with respect to muscular strength and muscular endurance.
- Students will be able to list exercises or activities that develop specific muscle groups.

Health-Related Fitness Components

- Muscular strength
- Muscular endurance
- Power

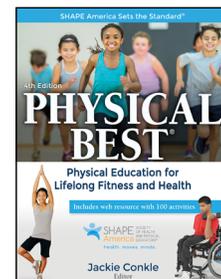
Fitness Concepts

- Type
- Specificity

Equipment

- One deck of playing cards (with face cards removed) for each group of 3 to 5 students (e.g., at least six decks for 30 students)
- Equipment needed for the exercises at each station (if you are creating different stations)

Lesson excerpted from *Physical Best: Physical Education for Lifelong Fitness and Health* by Jackie Conkle



2019

Book with online resources, activities and ancillaries.

376 pages

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For more than 130 years, SHAPE America has been setting the standard for effective health and physical education.

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Physical Best: *Physical Education for Lifelong Fitness and Health*

- Lightweight dumbbells
- Stretch bands
- Step benches
- Mats
- Upbeat music

Reproducible

Suit Posters, each identifying a focal muscle group

Duration

12 to 15 minutes

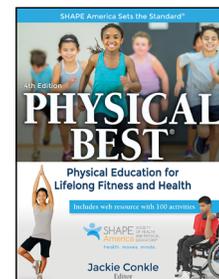
Introduction of Concepts

Introduce students to the anatomical names for the muscle groups and explain that different exercises work different muscles (per the concept of specificity).

Directions

1. Create four stations by placing on each wall a poster showing a card suit (i.e., hearts, spades, diamonds, or clubs) and a list of exercises for specific muscle groups.
2. Make sure that students are familiar with each of the exercises that coincide with the four muscle groups selected. Teach proper form for executing the exercises.
3. Break the class into small groups of three to five students each, depending on the available equipment at each station.
4. Place a deck of cards (with face cards removed) at the center of the activity space. Ask each group to draw a card from the deck and go to the poster showing that suit.
5. Students then choose a specific exercise from their suit's designated muscle groups and perform the number of repetitions indicated by the number on their card.
6. After performing their reps, students come back to the center, place their card in a bucket, and draw a new card from the remaining stack. They continue until all cards have been used, at which point the cards can be reshuffled for a second round. This activity can continue for a designated amount of time or number of rounds.

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Closure

- Today we worked on four muscle groups. What are they?
- What activities require a strong lower body? (One possible answer is tennis, in which strong legs help give you power when you swing your racquet.)

Assessment

- Select a muscle group on your body and ask students to name an exercise from the activity that worked those muscles.
- Ask students to identify the muscle, or muscle groups, used for the activity.

Variations

- Use the activity as a circuit by equipping each station with the suit of cards that matches its poster.
- Put face cards in the decks and use them as wild cards. A student who draws a wild card chooses any station and does 10 repetitions of the station's designated exercise.
- Add the aces to the deck to represent cardiorespiratory activity (e.g., jogging around the perimeter of the activity space).

Adaptation and Inclusion

- Assign a peer assistant to help a student with visual impairment travel safely to and from the walls, read the number of the shuffled card, and perform the activity.
- Add pictures next to the writing on the posters.
- Provide examples of modified activities (such as sitting volleyball, sled hockey, wheelchair basketball, wheelchair racing, and beeper ball) for students with special needs.

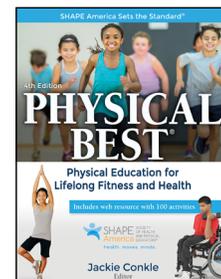
Home Extension

Ask students to identify four exercises to improve their upper-body muscles and their lower-body muscles. Students can perform these exercises three times per week with a partner and report their success to you.

Teaching Tips

- Look for extra-large playing cards—they will be easier to handle and keep together.
- Consider making your own cards from paper and laminating them for durability.

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