

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

Treasure Island

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 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Learning Objective

Students will be able to identify the benefits of aerobic fitness.

Health-Related Fitness Component

Cardiorespiratory endurance

Fitness Concept

Time

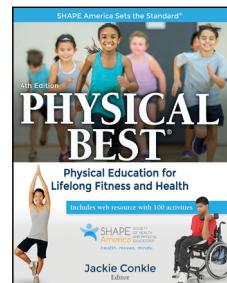
Equipment

- Four cones to represent Treasure Island in the middle of the instructional area
- One hoop or bucket for each group of three students
- Three jerseys, armbands, or other method of identifying pirates for the activity
- Upbeat music
- Optional: physical activity pedometers to count steps taken during the activity

Reproducible

Healthy Money Bills

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

PUBLISHER:
Human Kinetics Publishers

PRINT:
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SHAPE America Sets the Standard™

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

Our National Standards for K-12 Physical Education serve as the foundation for PE programs across the country, and our advocacy efforts have led to legislative victories for the health and physical education profession.

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Duration

5 to 7 minutes

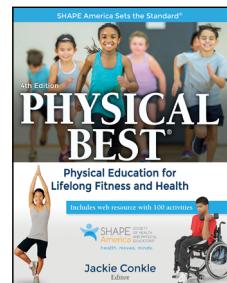
Introduction of Concepts

Tell students that they will do an activity to help them strengthen their heart, bones, and muscles and to increase their overall energy. Tell students that during the activity, you want them to see if they can tell whether their heart and muscles are working. Ask how we can tell if our heart is getting a work out. Ask students to indicate some of the signs they would see.

Directions

1. Place the Healthy Money Bills scattered in the center of the floor, marked by the four cones called Treasure Island.
2. Healthy Money Bills are placed in their team's hula hoop as students collect them.
3. Three students are taggers, or pirates. They are identified with a jersey or armband.
4. Divide the rest of the class into groups of three. Each team of three has a hula hoop or bucket to mark as their home base.
5. Teams of three take positions on the edge of the playing area next to one hula hoop, standing in a line.
6. On the teacher's signal, the first player from each line runs to Treasure Island, picks up one money bill, and returns to their home base, hopefully without being tagged by a pirate.
7. If a runner is successful, the bill is placed in his/her team's hula hoop.
8. If a runner is tagged by a pirate, the money bill (treasure) is returned to the pirate. The runner returns to his/her home base, and the next player can go.
9. After playing for a designated amount of time (one minute), the teacher should stop the activity and look to see how many different health benefits each team has gained.
10. At the next rotation of the game, students should return all of the bills to the center of the playing surface. The teacher can also switch the students who are pirates.

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Closure

- There are many benefits from participation in physical activity. Can you name some of these benefits?
- How can we enjoy the benefits when we are at home or on vacation? What other activities can you do to participate in physical activity?

Assessment

- Guide the class in listing the health benefits of cardiorespiratory fitness. Hold up a Healthy Money Bill as an example.
- Students should be able to list at least three health benefits. Ask them to write down as many health benefits as they can remember.

Variation

While students are waiting their turn to go, they may jump or run in place to increase the number of steps on the pedometer and to be sure they are warmed up for their turn. They could also participate in additional activities (push-ups, lunges, dynamic stretching, etc.).

Adaptation and Inclusion

- Students with limited mobility cannot be tagged if they are standing still.
- Students may continue to go (run and collect money bills) at any time without waiting until a teammate returns.
- Increase or decrease the distance for the starting line to enlarge the playing space. Increasing the space may further increase the safety of the activity and increase the amount of steps/physical activity. Decreasing the space may make it easier for some students to be successful.
- Money bills can be placed on a box to make it easier for students to reach, compared to collecting money bills from the floor.

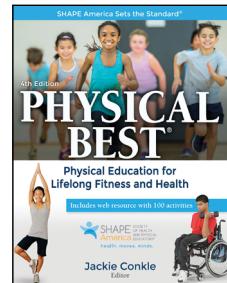
Home Extension

Have students talk to their families about the many health benefits of aerobic fitness. They can invite their family and friends to take a walk with them or play an active game.

Teaching Tips

- Review the health benefits identified below before beginning the activity.
- Doing cardiorespiratory activities can lead to benefits such as stronger muscles and bones, stronger heart, more energy, better sleep, relief from stress, ability to study better, and increased blood flow.
- Plan for safety by making the Treasure Island a large enough area to prevent collisions.
- Consider decreasing or increasing the number of pirates as needed.

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