

MEANINGFUL FITNESS ACTIVITIES FOR INDIVIDUAL AND DUAL SPORTS
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BADMINTON
Written and Presented by Danielle DePinto

Cardiovascular

Shuttle Hit and Run I: Put pupils into groups of six, with a racket each and one shuttle per group. Have them line up in groups of three (shuttle) facing each other. Leave about 20 feet in between the first two pupils in each line. The first person in one line has the shuttle and hits to the first person in the line across from him/her. He/she then runs across to the end of the other line. This is a continuous fitness activity. Have them begin each time with a high serve, the rest of the shots being overhead or underhand clears.

Shuttle Hit and Run II: Put class into groups of three. Only one racket and one shuttle is needed per group. Each group will need to find his/her own personal space. One pupil from each group does this exercise at a time. The two pupils not doing the exercise line up ten feet from one another and face each other. The pupil with the racket and shuttle stands next to one of his/her partners. He/she then hits the shuttle to the partner across from him/her and then run to that partner. The partner catches the shuttle and hand it to his/her partner who just ran over. That partner hits the shuttle back to the other partner and runs back over. Do 10 repetitions then rotate positions.

Up and Back to Base: Place 6 shuttles in front of the short serve line. Place a poly spot at "home base". No racket needed. Have pupils start from home base, reach for a shuttle, turn and slide 3-4 steps into the back court, and overhand throw the shuttle high and as far as possible, at the same time kicking (right handers kick with the right foot and lefties with the left foot) to change the momentum and get back to base as quickly as possible; do a dynamic ready jump, reach for the next shuttle, and repeat until all the shuttles are thrown. This can be done in pairs with the partner gathering the shuttles. This practices ready position, lunge for a net shot, up and back footwork, overhead clear/smash action, and kick.

Flexibility

Drop shot stretch: In pairs, each pair of pupils will need one racket and one shuttle. Pupils label themselves one and two. Number one has the racket and number two the shuttle. The number ones will be lunging to the right and left. Number twos toss the shuttle to the left and right, and ones lunge and make a net shot back to their partner. After hitting the shuttle hold the stretch for 3 seconds. If the racket is held in the left hand then the pupil will be doing a forehand drop when lunging to the left and a backhand swing when lunging to the right. It is the opposite if the racket is in the right hand. Repeat the exercise 5 times each side then switch.

Racket Shoulder Stretches: Each pupil will need a racket. In his/her own personal space have them hold the handle of the racket with the right hand and below and hitting surface of the racket with the left hand, above their heads. Have them bend one elbow behind the head and pull down on the racket with the other hand. Hold this position for 5 seconds and then switch to the other arm. Repeat the exercise 2-5 times for each arm.

Racket Sit and Reach: Each pupil will need a racket. Have them hold the racket the same way as the previous exercise. Have them sit in a sit and reach position, then reach forward without bending the knees, and try to touch their feet with the racket. Have them hold this position for 10 seconds. This can also be done in the straddle position, reaching forward, and reaching to the left and right leg.

Racket Sit and Reach: Similar to the previous exercise. Have the pupils raise the racket above their head, straighten the arms, raise up on their toes, and stretch. Hold this position for 5 seconds. Then

have them bend forward, keep knees straight, and try to touch the toes with the racket. Hold this position for 5 seconds. Repeat 2- 3 times for each position.

Core Twists: Each pupil will need a racket. Have them stand and rotate to the right and left keeping the hips facing forward. For right handers, if the racket is held in the right hand then every time the pupils rotate to the left have them do a forehand drive swing. Every time they rotate to the right have them do a backhand drive swing; vice versa for lefties.

Strength

Upper: Passing Push Ups. Have pupils pair off with a partner; one shuttle per pair. Have them get in the push up position facing each other 1 foot apart. Have them do push ups. Every time the pupil is in the up position of the push up one partner will pass the shuttle to his/her partner across from them. Have them pass the shuttle 5-10 times each to each other, using alternating hands.

Trunk: Sweet Spot Sit Ups. Have pupils pair off. Each pupil needs a racket and each pair one shuttle. Have them get into the sit up position with his/her partners feet a foot away from one another. Have them do simultaneous sit ups, with the partner holding the shuttle making a soft overhand touch hit to their partner. The partner catches the shuttle and repeats the sit up and hit. Use this to emphasize placing the shuttle at the “sweet spot” in the middle of the racket face. It is also a good preliminary practice for a push or kill shot close to the net.

Lower: Lunging Lift shots. Divide class into four equal groups on two courts. Have the groups at each net (one group on each side). Pupils will be lined up on the out of bounds line on the back of the court. On the teacher’s signal have the groups lunge to the net, turn around and lunge back to the out of bounds line. Every time they lunge with the hitting side foot forward, have them practice a net shot (forehand and backhand lift with the racket, minimum wrist action).

Variation: From “home base”, have them lunge to left, middle and right on command, shadowing a forehand, backhand, backhand drop respectively (left handed hitters, vice versa for right handed hitters). Each time, they should lunge with the same side leg as their hitting hand, and push back vigorously to home base/ready position.

BOWLING

Presented by Pam Smith

Cardiovascular

Bowling shuttle: in bowling groups of 4-6, have each group make a shuttle line, 2-3 bowlers per line, about 20 ft apart at the poly spots, with a pin in the middle poly spot. One ball per group. The first person in line bowls to the pin with proper technique, then follows the ball and joins the back of the opposite group. They need to reset the pin if it is knocked down. The next person in line in the opposite group fields the ball, returns to their poly spot, bowls at the pin, follows the ball, and so on.

Variation 1: Have bowlers join the back of their own line (so they do not practice stepping “over the line”) A cone can be placed 10 ft back from each group so that bowlers can jog around that and back to their group, in order to increase the cardiovascular element. The bowler still resets the pin if they knock it down (extra cardiovascular!)

Variation 2: This can also be done in a smaller area, without the pin, bowling the ball to the first person in the opposite line.

Flexibility

Lunges: Pupils bowl an imaginary ball, stretch out the step and hold the lunge for a count of 15. Switch sides. Try this with a straight rear leg and a bent rear leg (knee touching the ground, push hips forward to stretch the hip flexors).

Straddles: From a straddle position, roll the ball back and forward to a partner.

Butterfly: Same as above, in a butterfly stretch position. Roll the ball from the front or side.

Sit and reach: Have pupils hold the ball with the proper grip, palm up, with the other hand on top. Stretch to the feet and hold for 15 seconds.

Full body stretch: Same as above, but have them lay back and stretch out as long as possible; try the same again but as wide as possible (star stretch, holding the ball with one hand).

Shoulders: Have pupils hold the ball extended out in front of them with straight arms and proper grip. Have a partner pull gently back on the ball while facing them. Have them perform a similar action with the ball behind them, and the partner pulling up and back gently on the ball. Make sure they switch roles each time.

Strength

Upper body: Bowlathon. Have partners face each other, about 4 ft apart, in a push up/front support position, with a foam pin or other small soft target between and just behind their hands. Have them take turns rolling the ball at each other's pin, trying to knock it down. The pin is to be protected with hands only.

Core: Ball Arches. Isometrics – have pupils hold a ball above their head while in an arch position on their right hip for 10 seconds; left hip for 10 seconds; back for 10 seconds, stomach for 10 seconds.

Isotonic: In pairs, one ball between two, have partners do mirrored crunches, rolling the ball back and forward between them on each crunch.

Lower body: Lunge & Bowl – have pupils step and perform bowling action (with or without the ball), then push back up from the lead leg to the starting position. The knee of the back leg should brush the ground each time. Alternate lead leg each repetition

Variation: Do the same activity, but complete a “step” each time, moving forward across the gym.

FRISBEE

Written and Presented by John Trussel

Cardiovascular

Pass & move sequence using grid squares: Start by setting up a basketball court into a pattern of grid squares, about 12 grids to a court. Students are paired off, two per square, with one Frisbee per square. Students will stand facing each other from across each side of their respective grid. Have them take turns tossing the Frisbee back and forth to each other while staying on each side of the grid square. The student with the Frisbee remains stationary and toss it to the other student who can be a “mover.” This student may move to the left or right to receive the Frisbee.

Variation: Student with the Frisbee can move around the edge of the grid square, forcing the fellow student to move to opposite points to stay in line with the partner.

Frisbee Tag: One foam Frisbee each, students arranged in general space on a basketball court with 4 perimeter cones, or one vs. one in grid squares. On signal, students may tag anyone by tapping the outside of a knee with the foam Frisbee. Everyone is a tagger. No elimination – score 1 point per tag

Flexibility

Various Yoga Asanas (positions):

Mountain (home) position: Start with one Frisbee per student. From a standing position, bring the feet hip width apart, parallel. Lift up the toes, spread them wide and place them back on the floor.

Five Pointed Star: While holding Frisbee in throwing hand, students step the feet wide apart, with the arms out to the side. The feet should be under the wrists, facing forward and parallel.

Triangle: From the Five Pointed Star position, turn the right toes to the right wall and the left toes slightly inwards. Inhale and press the left hips out to the left as you slide both arms to the right parallel

to the floor. Repeat for other side.

Warrior II: Return to Five Pointed Star, turn the right toes to the right wall and bend the right knee directly over the right ankle. Turn the hips and the shoulders towards the front and reach out through the finger tips, reaching towards the side walls. Turn and look at the right hand. Repeat for other side.

Frisbee Twist (aka Prayer Twist): From warrior II (with right foot forward), rotate the torso, bringing the left elbow on the right knee. Bring the palms together in prayer position (holding Frisbee between palms) and press into them to rotate the right shoulder up and back twisting the upper back. Look at the wall or the ceiling.

Warrior III: From the mountain, step the right foot a foot lengths forward and shift all of your weight onto this leg. Inhale the arms over your head and hold the Frisbee with both hands. As you exhale, lift the left leg up and out, hinging at the hips to lower the arms and torso down towards the floor. Look down at the floor and stare at a point for balance. Reach out through the left toes and the crown and Frisbee making one straight line.

Strength

Upper Body: Partner Pull. Students arranged in pairs, each with a deck ring, similar ring or plastic frisbee. Students grasp the ring with both hands and stand opposite one another. With feet together and arms outstretched, students pull their upper bodies in towards each other then, working in tandem, slowly stretch their arms back out. Repeat as necessary – also a trust/cooperative activity.

Ring toss: Students pair off with one deck ring per pair. In the pushup position, students are challenged to maintain the position on one arm while tossing/receiving the deck ring with the other. While facing a partner, student A takes the deck ring and tosses it to Student B who attempts to catch the deck ring on a free arm with their fingers together as a “pin.” Once Student B catches the deck ring, they must pass it back to Student A, who must catch it the same way.

Abdominals: One Frisbee per student, students perform crunches while holding Frisbee on top of their head with elbows to the side. Variations: Perform crunches holding Frisbee out to the front. Extend the legs and bring them toward the body, touch Frisbee to toes.

TENNIS / PICKLE BALL

Written and Presented by Andrea Stutzbach

Cardiovascular:

Tennis/Pickleball Jog: Each student needs a tennis ball and racket. Students will jog around the perimeter of the area, bouncing the tennis ball with the racket every three steps.

Variation: Dibble and jog- using a forehand grip, have them continuously bounce the ball as they jog – like a basket ball dribble.

Home Base Drill: Set a poly spot down for “home base” at the middle of the baseline/in the middle of each of the baseline halves. Have pupils run left and right on a signal (teacher’s hand extended to left or to right), hit an imaginary forehand or backhand, then slide back to base, BUT they must jump in to a dynamic ready position (two feet jump into ready position, neutralizes momentum) on a different signal (teacher claps, representing a hit from an opponent)

Variation 1: Do a similar drill moving up and back (as in moving up for a volley and sliding back for an overhead smash or retrieval of a lob)

Variation 2: Combination of side to side and up and back.

Flexibility:

Shoulders: Shadow serves. Have pupils practice serves without a ball to warm up the shoulder/rotator cuff. Do serves with both hands. Do a complete serve action.

Back Scratchers: From the back scratch position of the serve, pull down on the racket head with the other hand, or have a partner do it; switch hands then partner roles.

Variation: for pickleball, do a similar partner activity for the serve backswing, forehand and backhand backswings, with a partner providing resistance

Core: Hook the racket. Have pupils sit with bent knees and hook the racket over their feet. Have them slowly extend their legs as far as they can; try it one leg at a time.

Pick Ups: Lay the racket/paddle down. Bend at the waist to pick it up; place the palm on the grip, V of the index finger and thumb on the grip, and pick up the racket, coming to a ready position; this also practices basic forehand grip. Repeat. Repeat sequence for the other hand.

Supported Quad stretch: Using the racket for support, do a “stork” quadriceps stretch, pulling the foot up to the thigh. Switch legs and repeat.

Strength:

Forearm: Pupils squeeze a tennis ball in one hand 15 times. Then they switch hands and squeeze the ball 15 times on the other hand.

Wrists: Pupils bounce a tennis ball on their rackets with their palm facing up and also with their palm facing down. They do this 15 times each way and then switch hands.

Abdominals: Partner crunches. Have pupils get with a partner and make sure they have one tennis ball between the two of them. Have pupils lie down on the floor with their knees bent (sit-up position). Have Partner A hold the tennis ball and then perform a sit up/crunch while his/her partner (B) also performs a sit up/crunch and then receives the tennis ball from partner A. Have pupils perform 15 sit ups/crunches each.

Upper Body: Partner Push-up Ground Strokes: Partners get into a push up position with a tennis ball between them. Pupils will hold this position while trying to score points by hitting the tennis ball back and forth with a “backhand” (back of the hand) or “forehand” (palm of the hand). When one person gets to 5 points they may stop and rest.

Legs: Lunges: Pupils will line up and perform leg lunges while holding the tennis racket with the proper grip and practicing a backhand. Pupils will do a lunge with one leg, perform a back swing and then lunge with the other leg. They will continue to do this half way across the gym and then back to where they started. For each lunge step, practice forehand/backhand swing.

Legs: Crouch and Serve: have pupils line up behind the baseline and practice ten tennis serves with and exaggerated “crouch, rise and hit”, stepping on to the court each time. No ball involved, so have them do their best 10 “fantasy serves”!

TRACK & FIELD

Written & Presented by Jennifer Brand

Cardiovascular:

Running Categories

Select category and a locomotor movement to call out to the pupils. Those pupils who belong to the category perform their locomotor movement in the direction of a specific target or area of the gymnasium/field.

Once at their designated area, pupils will be instructed to perform another cardiovascular activity until the next category/movement is called out by the teacher.

Sample categories: Age, gender, birthday month, birthplace, colored clothing, physical attributes, etc.

Examples of locomotor movements: walk, jog, run, sprint, etc.

Examples of additional cardiovascular movements: Jumping jacks, quick or “hot” feet, “high knees,” “butt kicks,” leg cycling on back, etc.

Relay for heart: Put pupils into relay teams, each with a baton. Set out mini courses with four cones. Line teams up inside cones. Have the first person from each team sprint around the cones performing a cardiovascular fitness activity located at each cone. The first team to finish wins!

Examples of station activities: Jumping jacks, “high knees,” “butt kicks,” leg cycling on back, “Karaoke” run, quick or “hot” feet, jump roping, etc. Have pupils perform each activity ten times.

Traveling Feet: Use a volleyball or basketball court as a perimeter. Scatter 20-30 poly spots in the area. Divide the class into equal groups at as many perimeters as space allows. Assign each pathway with a different movement activity. Examples include: sprint forward; sprint backwards; jump for height; “Karaoke” run; frog leaps, etc. Once a pupil has completed the perimeter, he/she will do “balance hops” on poly spots. Each pupil must land on a poly spot with one foot, hold the position for three seconds and then proceed to a different poly spot. Each pupil must complete six successful, consecutive jumps to officially “complete” the course.

Flexibility:

Steal the Baton: Have pupils pair up with one another with one baton. Pupils sit across from one another, legs straight out, toes pointing upward, knees unbent. After some sit and reach stretches to warm up. Place a baton horizontally on top of both pupils’ toes, so it is balanced and will not fall. At the teachers command, pupils will stretch out in front of them towards their toes, attempting to grab the baton before their partner. Repeat activity three to five times.

Hurdle Run & Stretch: Pupils put one leg straight out, toes pointing upward, knee unbent.

The second leg is bent in a way so the foot is behind the knee, making an upside-down “V.”

Pupils pretend to run with their upper body, using correct running form with their arms and trunk.

Pupils “run” for five seconds, and then lower their trunk as far as they can go, with their head towards their knee, and their arms stretching to reach their foot. Allow a modified hurdle stretch.

Once pupils go as far as they can, they raise their trunk and resume their “running.” Repeat.

Lead Leg/Trail Leg: Practice “cast and grab” lead leg drills (lift knee, then pull foot down and back along the floor quickly, coming up to knee lift position again; repeat several times for both legs). For trail leg, bring the “trail knee” up to the side, around and snap the foot down. Repeat.

Mini Hurdles: Put together the two above drills over mini hurdles or barriers, jogging to each hurdle, casting and snapping the lead leg and bringing the trail leg out and down over the hurdle. Bring the opposite wrist to the lead leg thigh each time.

Strength:

Baton Pass: Pair pupils up with one another with one baton.

Pupils lie on their back across from one another, with knees bent and both feet touching their partner’s. Have them perform sit-ups simultaneously, handing off the baton with the proper outreached arm form to one another.

High Jumps: Line pupils line up next to a high jump mat, giving each pupil enough personal space to jump. Have them stand in place and jump up, bringing their knees to their chest or at the level of the high jump bar.

High Jump Skips: have pupils take 3 – 5 steps then do a high knee skip, swinging both arms up on the skip. For added skill, make the last two steps before the skip long then short.

Strength Circuit : Divide the class into equal groups of six and have them go through the following circuit, each station lasting 1-2 minutes each.

Station 1. Leg Lifts: Pupils raise both legs; knees unbent six inches above the ground. Have them hold their legs up for fifteen seconds each. Continue sets for the full two minutes.

Station 2. Javelin Throw: Pupils perform leg lunges across the gymnasium/field while implementing the correct javelin throwing form.

Station 3. Distance Jump: Pupils perform continuous jumps for distance across the gymnasium/field.

Station 4. Baton Lean: In pairs of equal size pupils, with one baton between two, have pupils face

each other about 5 ft apart, both grasping the baton with both hands, then lean inwards, keeping the body straight and stiff.

Station 5. Hurdle Fun: Have each person put their body inside a hurdle, holding onto the bottom sides. Pupils will begin with their hurdle on the ground, with their knees bent. Pupils will raise their bodies, bringing their hurdle to waist level, and then finally lifting their hurdle so their hands reach armpit level. Once at this height, pupils will bring their body and their hurdle down to ground level. For younger pupils, use a cone or lighter weight object.