

# Tips for developing visual signs for fitness routines

Teachers are oftentimes looking for novel ways to teach fitness related content. The fitness visuals that can be found in the accompanying folders offer teachers numerous ways to do so. They have been developed over the past years, and have been implemented with great success in both elementary and secondary level programs.

The visuals are aimed at providing students with positive physical activity experiences with a health-related fitness focus. With the current emphasis on having students come to enjoy physical activity (the process) as opposed to improving performance on physical fitness (the product), it is essential that students are socialized into “doing fitness” in every class. Furthermore, it is becoming abundantly clear that if students are to view physical activity as something they can do AND be successful in, the fitness experiences need to be tailored to individual students’ developmental levels. Thus, all fitness activities should

1. Offer choices for students,
2. Have variety built-in to it,
3. Be progressive in nature, and
4. Individualized.

The specific structure, format and organization of the fitness routines for which these visuals can be used have been described in the references listed below.

## ***Following are the tips for actually producing “Fitness Visuals.”***

1. Print the signs on card stock paper (this is a heavy duty paper, that, once laminated will hold up very well under normal use). You can print the signs either on white paper using color print and clip art or print it on colored paper with regular black ink.
2. Write/print your name on the back of each sign!! (For ex.: Please return to \_\_\_\_\_.)
3. Laminate the signs (Can be done at copy places like Kinko’s/OfficeMax or Office Depot).
4. Trim the laminate to about 1/4 inch around.
5. Put straps on those sign that are placed on cones. This strap is not necessary if the sign is really a task card that is supposed to be carried along by students (e.g., Squad leader exercises; Partner resistance exercises).

On the next pages you will find the general directions for a course assignment pre-service teachers at Oregon State University in PETE complete to start developing a library of fitness routines visuals. The directions also include information for developing music cue-tapes that serve as both background and an effective management tool for guiding the rotation of student groups to the next task/station.

# DEVELOPING AUDIO-VISUALS FOR FITNESS INSTRUCTION

This course project has you developing audio and visual instructional aides, ready for use in elementary, middle or high school fitness instruction. You are to develop five different sets of visual signs, and five different music-based cue tapes.

Base your development of materials on having a class of 40 students. Class size influences how many students you can realistically have in activities that uses small groups (e.g. in circuit training or fitness scavenger hunt). Typically, you do not want the small groups to have more than 6-7 students.

Please note the two main submission phases for this assignment:

1. **ALL printed pages** (not yet mounted or laminated!!!) should be brought to class by \_\_\_\_\_(date) for a peer review of quality of the layout, writing, and content.
2. **ALL completed sets of fitness signs** should be handed in on the Friday of week 10 of the semester by 4pm. (Week 5 for programs on Quarter schedules)

## **General design suggestions:**

- \* For all fitness routines, be sure you emphasize that quality of the students' performance.
- \*\* Where appropriate/possible, offer the students choices. Some tasks are easier to perform than others, plus it offers the students a chance to make their own decisions.
- \*\*\* Be sure you balance the emphasis of the tasks by hitting all health-related fitness components. That is, aerobic capacity; muscular strength/endurance; and flexibility should be part of every routine.

## **For the Visual signs, you should:**

- a. Design the signs using computer software (e.g., PowerPoint). This will allow you to make changes / adaptations later on.
- b. Print the signs on card stock paper.
- c. Bring the printed pages to class and have them peer/instructor reviewed PRIOR to lamination (see peer review checklist on next page),
- d. Write your name on **the back of each sign!!**
- e. Laminate the signs.

## **For the music-based cue tapes, you should:**

1. Obtain at least five C-30 Music tapes (i.e., 15 minutes of recording time on both sides).
2. Select appropriate music for use (i.e., consider language). DO NOT use music had a "Parental Advisory" sticker on it!!!
3. Decide which intervals you want to include (e.g., 40 secs. of music alternating with 10 secs. of "dead time"). Be sure you base these decisions on which Fitness Routine you would use the music with.
4. Label each tape on both sides with the correct ratio of music/dead time. Identify on the tape's card, the routines for which you can use each side of the tape.
5. Record music on each side of the tape.

# *Audio-visual Peer Review checklist*

Visual designer: \_\_\_\_\_ Peer Evaluator: \_\_\_\_\_

Please offer your classmate with specific feedback on the drafts of the visual signs. This will help him/her to develop better quality instructional materials.

<i>Aspect</i>	Poor/Sloppy			Excellent	
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Balance across fitness components.</b>					
Comment/suggestion:					
<b>Font.</b>					
Comment/suggestion:					
<b>Point size.</b>					
Comment/suggestion:					
<b>Visual appeal.</b>					
Comment/suggestion:					
<b>Appropriateness of tasks for school level.</b>					
Comment/suggestion:					
<b>Allows for individualized level of performance</b>					
Comment/suggestion:					
<b>Variety.</b>					
Comment/suggestion:					
<b>Spelling.</b>					
Comment/suggestion:					

### ***Supporting references***

Darst, P.W., & Pangrazi, R.P. (2002). *Dynamic Physical Education for Secondary School Students* (4<sup>th</sup> ed.). San Francisco: Benjamin Cummings.

Darst, P.W., van der Mars, H., & Cusimano, B.E. (1999). New fitness ideas to challenge your middle school students. *Teaching Elementary Physical Education*, 10(4), 24-26.

Darst, P.W., van der Mars, H., & Cusimano, B.E. (1998). Using novel and challenging introductory activities and fitness routines to emphasize regular activity and fitness objectives in middle school physical education. *The Physical Educator*, 55, 199-210.

Pangrazi, R.P. (2004). *Dynamic Physical Education for Elementary School Students* (14<sup>th</sup> ed.). San Francisco: Pearson/Benjamin Cummings.