

MODULE OVERVIEW

ABOUT THIS MODULE

Creative Mode Fitness is a fun and vigorously active way to teach students critical fitness concepts and basic fitness planning. It's designed to be used with heart rate monitor technology—preferably a team heart rate monitoring system, such as [Polar GoFit](#).

Critical concepts include: The FITT Principle, Fitness Planning, Heart Rate Calculations (e.g., Average HR, Max HR, HR Target Zones), and Perceived Exertion.

The main objective of this module is to teach students fundamental fitness concepts through fun and vigorously active learning activities. Students will produce safe and appropriate training routines in a group setting, as well as personal Tabata routines that they can perform safely at home.

The educational content within the Creative Mode Fitness Module was generated by several contributors, many of them teachers who are members of OPENPhysEd.org and have attended OPEN Conference Workshops. Thank you to Artie Kamiya and the National PE Institute for providing a conference session dedicated to the development of this module.

We'd also like to thank and acknowledge the work and contributions of The Darebee Resource. The team at Darebee believes that fitness "should be made accessible to everyone—not just people who can pay for it." This core belief is perfectly in line with the mission of OPEN. Further, the quality of Darebee Resources is lightyears beyond what anyone would expect from a free fitness program. As you use these resources, please consider visiting www.Darebee.com and showing your support.

We hope you find OPEN's Creative Mode Fitness Module to be helpful for you and your students. Thank you to everyone who contributed to this project.

Contributors Include:

Jo Bailey	Deedi Brown
Joe Cambron	Diane Cannon
Aaron Hart	Terry Jones
Nick Kline	Eddie Kovel
Lisa Kushner	Becca LAK
Jen Mau	Darcell Salmi
Murray Wallace	Amanda Welch

MODULE OVERVIEW

NATIONAL
STANDARDS
AND
OUTCOMES
FOCUS

Standard 1 [H3.L1 & L2] Fitness Activities

- ✓ Demonstrates competency in one or more specialized skills in health-related fitness activities (L1);
- ✓ Demonstrates competency in two or more specialized skills in health-related fitness activities (L2).

Standard 2 [H1.L1] Movement Concepts, Principles, & Knowledge

- ✓ Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (L1).

Standard 3 [H2.L1 & L2] Physical Activity Knowledge

- ✓ Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle (L1);
- ✓ Analyzes and applies technology and social media as tools to support a healthy, active lifestyle (L2).

Standard 3 [H9.L1] Fitness Knowledge

- ✓ Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, PNF, dynamic) for personal fitness development (e.g., strength, endurance, range of motion) (L1).

Standard 3 [H10.L1 & L2] Fitness Knowledge

- ✓ Calculates target heart rate and applies HR information to personal fitness plan (L1);
- ✓ Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity (L2).

Standard 3 [H14.L2] Stress Management

- ✓ Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (L2).

Standard 4 [H3.L1&1] Working with Others

- ✓ Uses communication skills and strategies that promote team/group dynamics (L1);
- ✓ Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting (L2).

Standard 4 [H5.L1] Safety

- ✓ Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, use of equipment, implementation of rules) (L1).

Standard 5 [H1.L1] Health

- ✓ Analyzes the health benefits of a self-selected physical activity (L1).

Standard 5 [H2.L2] Challenge

- ✓ Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity (L2).

MODULE OVERVIEW

TABLE OF CONTENTS

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		1
Required Materials List		7
Activity Plans		
Team FITT RPS	Standard 3 [H10.L1& L2]	9
Fitness Concept Jigsaw	Standard 3 [H10.L1 & L2]	11
Number Card Tag	Standard 3 [H14.L2]	13
Partner Pacer Points	Standard 5 [H2.L2]	15
Aerobic Tic Tac Toe	Standard 3 [H10.L1 & L2]	17
Interval Stations	Standard 3 [H10.L1 & L2]	19
Push-up Ski Team	Standard 4 [H5.L1]	21
Tag Team Scramble	Standard 2 [H1.L1]	23
Circuit Training	Standard 1 [H3.L1 & L2]	25
Creative Mode	Standard 5 [H1.L1]	27
Survival Mode	Standard 4 [H5.L1]	29
Sample First Lesson Plan		31
Academic Language Posters		51 pages
Darebee.com Resource Guide		6 Pages
Team RPS Question Set		1 Page
FITT Principle Poster		1 Page
Health-Related Jigsaw Puzzles		6 Pages
Heart Rate Zone Chart		1 Page
Lap Station Cards		4 Pages
Deliberate Practice Guide		1 Page
Tabata Interval Station Cards		21 Pages
Circuit Training Cards		18 Pages
Universal Design Adaptations		1 Page
Student Assessment Tools		
Academic Language Quiz		
Holistic Performance Rubric		
Self-Efficacy & Social Support Inventory		
Team RPS Score Card		
Pacer Points Score Card		
Push-up Ski Team Score Card		
Fitness Scramble Puzzles		
Creative Mode Fitness Worksheet		
Blank Circuit/Station Cards		
Survival Mode Reflection Cards		
Home Tabata Routine Worksheet		
Teacher Self-Reflection Guide		

MODULE OVERVIEW

PLANNING
COMPLETE
LESSONS

Creative Mode Fitness activities are designed to provide vigorous warm-up/learning activities, as well as focused workout sessions in the form of circuit and Tabata training. The suggested block plan provides 30 to 45 minutes of physical activity. Additional activities can be added to extend the length of planned lessons.

Instant Activity (not on block plan)	5 minutes
+ Vigorous Learning Activity with Debrief	10-15 minutes
+ Focused Workout Session with Debrief	15-20 minutes
+ Cool Down	5 minutes

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Several assessment options are provided with this module. They are designed to be interactive and fun while reinforcing the critical concepts covered in the activities.

Academic Language Quiz

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module’s critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

The format of each question has been written and optimized for use with Plickers, a data collection tool available for Apple and Android devices. To learn more about Plickers, visit: www.plickers.com

Holistic Performance Rubric

The Holistic Rubric can be used as a both formative and summative assessment within the module. Providing students with the rubric’s criteria early in the module will allow for discussion and formative evaluation throughout activities/lessons.

The included Holistic Rubric separates skill and personal & social responsibility (PSR) characteristics, providing two sets of criteria to be evaluated independently. This rubric can be completed as students perform learning activities and/or during their final Survival Mode routines, providing a final holistic evaluation of each student’s performance.

Self-Efficacy and Social Support Inventory

As students (especially girls) enter high school and beyond, self-efficacy and social support systems play an important role in regular participation in health-enhancing physical activity. This short inventory is designed to provide formative feedback on student development, as well as inform curriculum and planning decisions to physical educators based on content relevancy to the students being served.

MODULE OVERVIEW

ASSESSMENT

Activity Score Cards

Several activities have score cards, which allow students to track various measures of performance such as score totals, exercise intensity, and perceived exertion. Each score card can be used as a way to hold students accountable for their effort and performance, and as a learning tool for illustrating and reinforcing fitness concepts. These assessments are meant to be used primarily as formative assessments and can be evaluated on the basis of accurate and mindful completion.

Fitness Scramble Puzzles

This set of crossword puzzles is designed to be used during the Tag Team Scramble activity as an assessment of academic language proficiency. However, puzzles could also be provided at any time during the module as homework assignments, or as an activity for students with an injury or other condition limiting their physical activity during class time.

Creative Mode Fitness Worksheet & Blank Circuit/Station Cards

These materials are provided as summative assessments for the module as students work to create custom exercise routines based on the provided rubric. It's important for teachers to review and evaluate each routine for safety and appropriateness prior to implementing any student-generated routine.

Survival Mode Reflection Card

This is both a self and a peer assessment, which gives students an opportunity to evaluate their routines as well as the routines created by their classmates. Evaluations are based on the Creative Mode Routine Rubric as well as perceived exertion. There is also space provided for student reflections on lessons learned from the creative and survival mode experiences.

Home Tabata Routine Worksheet

This depth of knowledge level 4 (DOK 4) assessment is a summative evaluation of students' abilities to create safe and effective Tabata routines. The worksheet prompts students to provide both evidence and reasoning to support their work.

Teacher Self-Reflection Guide

This guide is meant to provide teachers with a meaningful self-assessment of their overall performance throughout the Creative Mode Fitness module. It's based on Danielson's Framework for Teaching. Complete this reflection immediately after the module ends, then review the document during the following year, just before teaching the module again. Use your reflections to adjust your preparation, instruction, and professional development plans.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Team FITT RPS + Fitness Concept Jigsaw	FITT, Frequency, Intensity, Time, Type, Heart Rate Monitor, Heart Rate Zone, Target Heart Rate, Cooperation, Communication, Safety, Health-Related Fitness, HIIT, Target Heart Rate Zone, Exercise Form, Pace, Safety
2	Number Card Tag + Tabata Interval Stations	Actively Engage, Stress Management, Healthy Lifestyle, Perceived Exertion, Tabata Interval Training, Personal Challenge, Deliberate Practice
3	Number Card Tag + Partner Pacer Points + Ju Fu Kata (Tai Chi)	Perceived Exertion, Deliberate Practice, Cardiorespiratory Endurance, Cool-Down
4	Aerobic Tic Tac Toe + Interval Stations	Target Heart Rate, Heart Rate Zone, Pace, Stress Management, Encouragement
5	Push-up Ski Team + Circuit Training	Pacing, Teamwork, Muscular Endurance, Muscular Strength, Personal Fitness Plan, Circuit Training, Activity Tracker, Heart Rate Monitor, Active Lifestyle, Support, Encouragement
6	Tag Team Scramble + Partner Pacer Points	Exercise Science, Personal Fitness Plan, Active Lifestyle
7	Interval Stations + Creative Mode	Creativity, Competence, Personal Fitness, Exercise, Health Benefits, Safety
8	Choice Activity + Creative Mode	Creativity, Competence, Personal Fitness, Exercise, Health Benefits, Safety
9	Choice Activity + Survival Mode (may require additional lessons)	Academic Language Review