

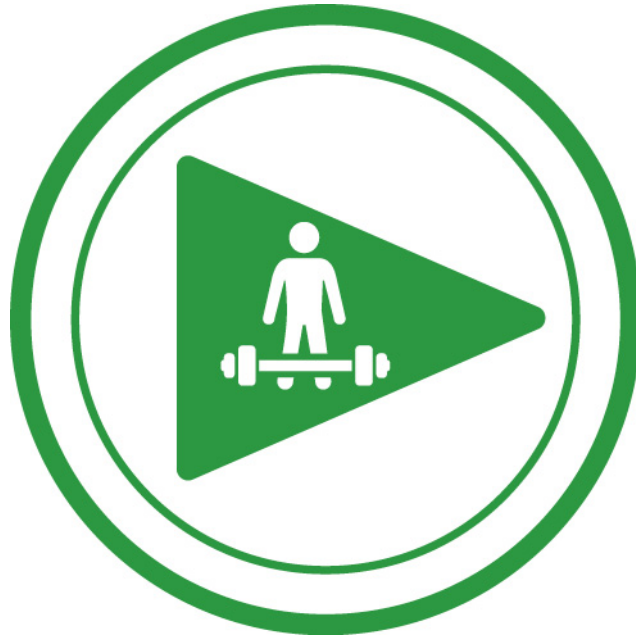
# TOOLS FOR LEARNING **PLUG & PLAY FITNESS**

INTERMEDIATE (3-5)

**FITNESSGRAM**<sup>®</sup>  
The Cooper Institute

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# TOOLS FOR LEARNING **PLUG & PLAY FITNESS**



The Cooper Institute®  
WELL. INTO THE FUTURE.

**FITNESSGRAM™**

Create by:

Aaron Hart, Brian Devore, Jim DeLine, Mike Martinez, Nick Kline, Pam Powers, Shannon Maly

Special Contributions by:

Breanna Natale, Deedi Brown, Georgina Vint, Jeremy Lyon, Katelin Anderson

Design:

Jennifer Truong

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## MODULE OVERVIEW

### ABOUT THIS MODULE

This module was designed to prepare students both physically and cognitively to maximize their understanding of and performance on fitness tests. While each activity will help to build muscular fitness, enhance aerobic capacity, and improve flexibility, the use of the module’s academic language cards and depth of knowledge (DOK) debrief questions will enhance student understanding of critical fitness concepts.

Our partners at FITNESSGRAM® identify instruction about activity and fitness concepts as the first step in the fitness education process. OPEN’s Plug & Play Fitness activities are designed to facilitate that instruction through vigorous activities that can be done as instant activities throughout the entire school year. The authors recommend that you build these activities into your instructional routine with at least one Plug & Play activity integrated into every instructional block plan.

### NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E5.3]** Demonstrates, with teacher direction, the health-related fitness components (3).

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MODULE OVERVIEW

PLANNING  
COMPLETE  
LESSONS

Each Plug & Play Fitness activity in this module is meant to be one part of a complete lesson. Plug & Play activities can be plugged into any skill module as a way to incorporate fitness concepts throughout the school year. OPEN National Trainers recommend the following formula for creating a 30- to 45-minute lesson:

Plug & Play Fitness Activity	5–10 minutes
+ Skill Module Activity with Debrief	10–15 minutes
+ Skill Module Activity with Debrief	10–15 minutes
+ Check for Understanding	5 minutes

Some ideas for incorporating Plug & Play Fitness activities into block plans include:

- Plug & Play Instant Activities
- Fitness Fridays with one or more Plug & Play Activity
- Fitness wrap-ups at the end of short lessons using Plug & Play DOK Exit Slips as assessments

**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

Two types of assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

**Academic Language Quiz**


Assess student fitness knowledge throughout the year with short quizzes focused on the academic language of fitness. Use the provided quiz as-is or as a template for creating other Plug & Play Fitness quizzes.

**DOK Exit Slips**

Plug & Play Fitness activities are meant to offer fitness-building physical activity as well as a context for discussing fitness concepts. Use the provided DOK Exit Slips to document student understanding.

As you review completed DOK Exit Slips, take note of topics and concepts for which students need additional instruction. Allow your observations to guide future planning and instruction.

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
48	Low-Profile Cones	1255690	<a href="#">Link to e-Store</a>
6	12" Large Cones	1245875	<a href="#">Link to e-Store</a>
1	Deck of Uno Cards	4036	<a href="#">Link to e-Store</a>
24	Foam Balls	1395254	<a href="#">Link to e-Store</a>
48	Bean Bags	1064179	<a href="#">Link to e-Store</a>
12	Hoops	02170	<a href="#">Link to e-Store</a>
6	Spot Markers	6058	<a href="#">Link to e-Store</a>
12	Task Tents	1389878	<a href="#">Link to e-Store</a>
			<b>OPENPhysEd.org</b>
	Academic Language Poster		<a href="#">OPENPhysEd.org</a>
	Color Crusher Exercise Posters		<a href="#">OPENPhysEd.org</a>
	Core Balance Charts		<a href="#">OPENPhysEd.org</a>

**TEACHER NOTES**

## FITNESS UNO

### STUDENT TARGETS

- ✔ **Skill:** I will demonstrate perfect exercise form.
- ✔ **Cognitive:** I will discuss the importance of aerobic capacity.
- ✔ **Fitness:** I will pace my activity so that I work within my target heart rate zone.
- ✔ **Personal & Social Responsibility:** I will cooperate with my teammates by following Fitness Uno rules.

### TEACHING CUES

- ✔ Focus on Exercise Form
- ✔ Keep the Pace to Pump Up Your Heart Rate

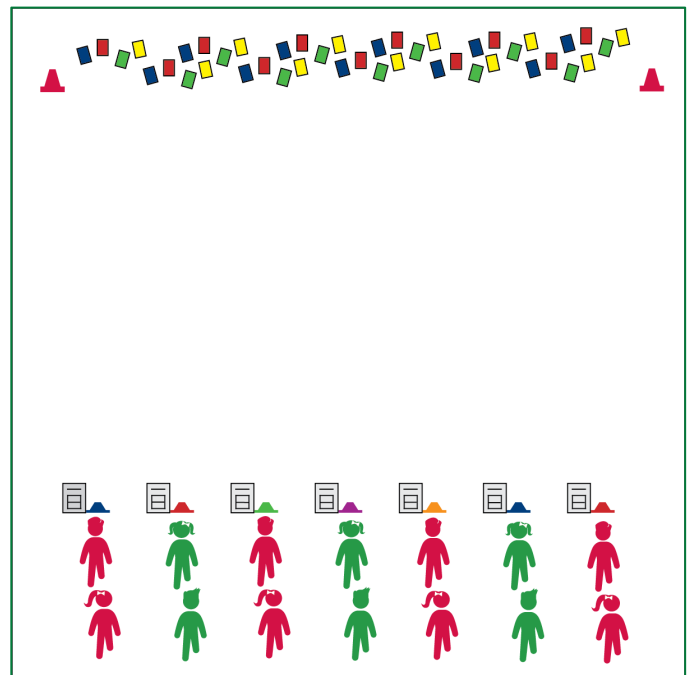
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✔ 1 low-profile cone per group of 2–4 students
- ✔ 1 deck of Uno cards (or regular playing cards)
- ✔ 2 large cones
- ✔ 1 Fitness UNO chart per group of 2–4 students

#### Set-Up:

1. Create 2 parallel lines 20 meters apart. Along 1 line, place 2 large cones on each end with cards scattered between the cones. Along the other line, spread low-profile cones evenly as a home base for each team.
2. Create teams of 2–4 students, each team at a home base.



#### Activity Procedures:

1. Today's activity is called Fitness Uno. We'll be focusing today's game on aerobic capacity. (Muscular fitness and flexibility UNO charts are also available.)
2. The game is played in 2 phases. During phase 1, teams will collect 7 cards per team in a relay race format. Each player will run to pick up 1 card, return it to home base, and then high-5 the next player so that s/he can collect the next card.
3. In phase 2, teams will work to get rid of all of their collected cards 1 at a time. Use the Fitness UNO chart to identify exercises that correspond to the card color, and then complete the number of repetitions displayed on the card. For example, to discard a "Blue 9," the entire team must complete 9 repetitions of the exercise that corresponds to the blue cards. As soon as the exercise is complete, a player from your team will run the and put the card back in the card pile at the other end of the activity area.
4. When your team has 1 card left, yell out, "UNO!" before completing the final exercise.

#### Grade Level Progression:

- 3<sup>rd</sup>: Complete the activity as described above.
- 4<sup>th</sup>: Introduce Muscular Fitness and Dynamic Stretching UNO charts.
- 5<sup>th</sup>: Allow students to create their own UNO charts.





**FITNESS UNO**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Create custom Fitness Uno charts that meet the needs of all of your students.
- ✔ Deal cards at the start of the activity rather than having students collect them. Then focus student effort and abilities on performing the exercises listed on the Fitness Uno chart.
- ✔ Provide a variety of demonstrations and cues to help students experience perfect exercise form.

ACADEMIC  
LANGUAGE

Actively Engage, Aerobic Capacity, Exercise Form, Health-Related Fitness, Muscular Fitness, Dynamic Stretching

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E5.3]** Demonstrates, with teacher direction, the health-related fitness components (3).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What is aerobic capacity? What is Muscular Fitness? What is Flexibility?
- ✔ **DOK 2:** What do you know about aerobic capacity? Muscular Fitness? Flexibility?
- ✔ **DOK 3:** How is aerobic capacity related to your ability to do the things that you like to do? Muscular Fitness? Flexibility?
- ✔ **DOK 4:** Let's analyze the positive and negative consequences of different lifestyle choices and habits. For example, what are the positive/negative consequences of being physically active every day? What are the positive/negative consequences of playing a lot of video games?

TEACHING  
STRATEGY  
FOCUS

**Identify critical content.** The five components of health-related fitness are among the most critical of content that we can teach intermediate students. Staying active to improve aerobic capacity, muscular fitness, and flexibility are not enough. Students must learn, process, and discuss how fitness components impact their lives both now and in the future. Plug and Play Fitness Activities are designed to allow you to consistently revisit this critical content with fun activities and engaging debrief sessions.



## AEROBIC BUILD & BREAK

### STUDENT TARGETS

- ✓ **Skill:** I will move safely within the activity area by maintaining balance at a safe speed.
- ✓ **Cognitive:** I will discuss the importance of aerobic capacity.
- ✓ **Fitness:** I will pace my activity so that I work within my target heart rate zone.
- ✓ **Personal & Social Responsibility:** I will demonstrate teamwork by taking turns with my partner.

### TEACHING CUES

- ✓ Keep Your Body Moving
- ✓ Be Safe and Be Quick
- ✓ Watch Out for Other Players

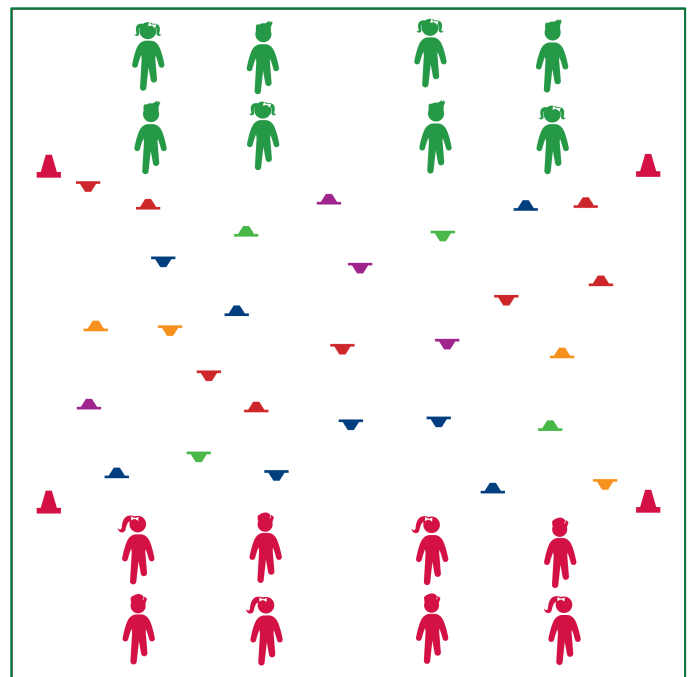
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 24–48 low-profile cones
- ✓ 4 large cones to create boundaries

**Set-Up:**

1. Create a large activity area using 4 cones.
2. Scatter low profile cones with ½ right-side-up and ½ upside-down.
3. Create 2 equal teams, Builders vs Bulldozers. Each team on an end line facing the other. Within each team, pair students and designate partner A and partner B.



**Activity Procedures:**

1. Today's Plug & Play Fitness activity is a classic game of Build & Break designed to help us build aerobic capacity. The object of the activity is for the Builders to set all cones right-side-up and for the Bulldozers to flip all cones upside-down.
2. On the "GO!" signal, partner A will quickly move to a cone and flip it in the direction that helps her/his team. Partner B will do jumping jacks (or other aerobic activity). As soon as Partner A is done, she/he will move quickly to give Partner B a high-5 and roles will switch.
3. Continue until you hear the stop signal.

**Grade Level Progression:**

- 3<sup>rd</sup>: Play the activity as described.
- 4<sup>th</sup>: Students waiting for partners perform more vigorous activities (e.g., burpees).
- 5<sup>th</sup>: Decrease the size of the activity area and require students to bear walk to the cones.

**AEROBIC BUILD & BREAK**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Use large cones that are easy to tip over.
- ✔ Allow students to use scooters or other ways of moving within the activity area.
- ✔ Focus modes of movement on student needs and abilities. Bear or crab walking can help students build or maintain upper-body strength and endurance.

ACADEMIC  
LANGUAGE

Aerobic Capacity, Intensity, Pace

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E5.3]** Demonstrates, with teacher direction, the health-related fitness components (3).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What would you include on a list about aerobic capacity?
- ✔ **DOK 2:** How would you summarize the importance of aerobic capacity in playing your favorite sport or active game?
- ✔ **DOK 3:** How would you change something that you do every day (a daily habit) to create an opportunity to maintain or enhance your aerobic capacity?

TEACHING  
STRATEGY  
FOCUS

**Help students process content.** Guided discussion is essential for the processing and anchoring of essential knowledge. Just as students benefit from the physical activity they receive in physical education classes, they also benefit from time taken to examine skill and fitness concepts that will be essential to developing and maintaining a healthy and active lifestyle. The debrief questions provided within Plug & Play Fitness activities will help facilitate these essential discussions.

## FREE FOAM BALL FITNESS

### STUDENT TARGETS

- ✓ **Skill:** I will use helpful touches in order to keep foam balls rolling.
- ✓ **Cognitive:** I will discuss the importance of aerobic capacity.
- ✓ **Fitness:** I will pace my activity so that I work within my target heart rate zone.
- ✓ **Personal & Social Responsibility:** I will show respect for my classmates by demonstrating helpful touches.

### TEACHING CUES

- ✓ Roll, Move, Roll, Repeat
- ✓ Helpful Touches
- ✓ Need Help? Yes, Please.
- ✓ Thanks! No Problem.

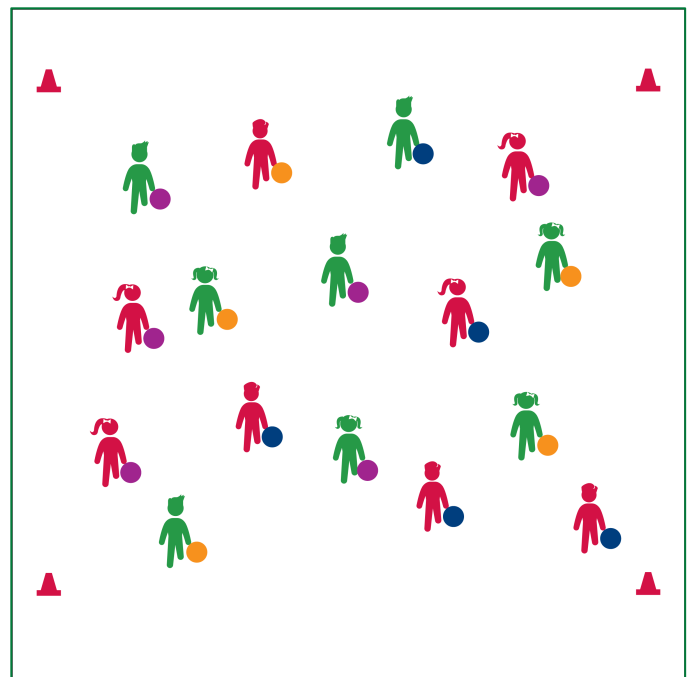
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 ball per student
- ✓ 4 large cones to create boundaries

#### Set-Up:

1. Create a large activity area using 4 cones.
2. Students scattered in the activity area, each with a foam ball.



#### Activity Procedures:

1. Today's Plug & Play Fitness activity is called Free Foam Ball Fitness. The object of the game is to keep your foam ball moving around the activity area. You'll also help your classmates keep theirs moving with helpful touches.
2. On the "GO!" signal, roll your ball on the floor. Continue to follow it in order to keep it moving.
3. If you move by another foam ball that needs help, you can roll it for your classmate. Use cooperative language like, "need a little help?" and, "Thanks for the help!"
4. Continue until you hear the stop signal.

#### Grade Level Progression:

3<sup>rd</sup>: Play the game as described.

4<sup>th</sup> & 5<sup>th</sup>: All students hold plank position. Students push foam balls from player to player in order to keep them moving. If a ball moves into empty space, students must bear walk to retrieve and start the ball again.

**FREE FOAM BALL FITNESS**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Students use noodles or floor hockey sticks to reach and move foam balls.
- ✔ Decrease the number of foam balls. Students work cooperatively.

ACADEMIC  
LANGUAGE

Aerobic Capacity, Muscular Endurance, Muscular Strength, Vigorous

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E5.3]** Demonstrates, with teacher direction, the health-related fitness components (3).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** How can you recognize a game, sport, or activity that helps build or maintain aerobic capacity?
- ✔ **DOK 2:** How did your health-related fitness affect your ability to play Free Foam Ball Fitness?
- ✔ **DOK 3:** How would you change this game to make it more or less vigorous?

TEACHING  
STRATEGY  
FOCUS

**Helps students elaborate on content.** Allowing students to modify activities to make them more or less vigorous allows them to think critically about what they experienced in physical education class and elaborate on learned information in a context they are familiar with. If time allows, let students try their modifications and then discuss the results.

## AEROBIC TREASURE GRAB

### STUDENT TARGETS

- ✓ **Skill:** I will move safely within the activity area by maintaining balance at a safe speed.
- ✓ **Cognitive:** I will discuss the importance of regular physical activity.
- ✓ **Fitness:** I will pace my activity so that I work within my target heart rate zone.
- ✓ **Personal & Social Responsibility:** I will follow the rules for Aerobic Treasure Grab without the need for teacher reminders.

### TEACHING CUES

- ✓ Move Safely
- ✓ 1 Bean Bag at a Time
- ✓ Place Bean Bags (Don't Toss)

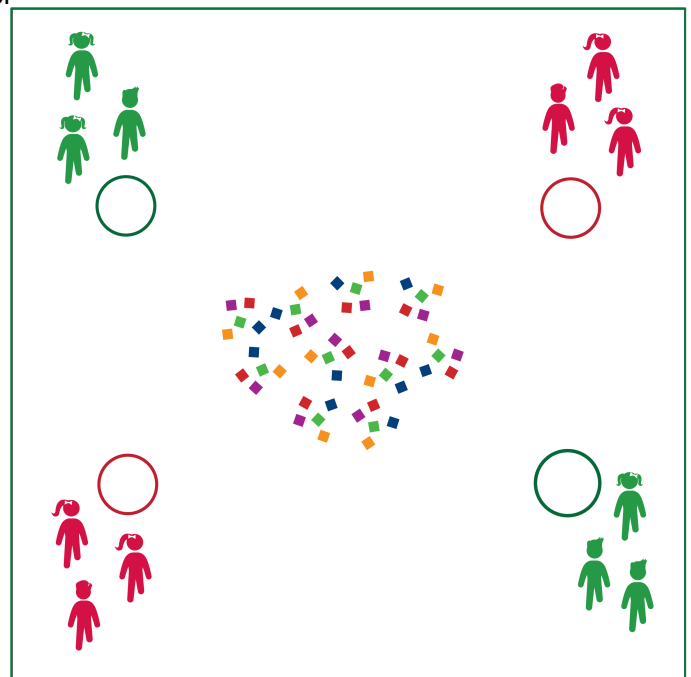
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 24–48 bean bags
- ✓ 1 hoop per group of 2–4 students

**Set-Up:**

1. Use hoops to create activity boundaries and home-base areas for each team.
2. Scatter bean bags in the center of the activity area.
3. Create even teams of no more than 4 players per team, each team behind each hoop.



**Activity Procedures:**

1. Today's Plug & Play Fitness activity is called Aerobic Treasure Grab.
2. The object of the activity is to collect as many bean bag treasures in your hoop as you can.
3. You'll do that in a relay-race format with 1 teammate collecting 1 bean bag at a time from the activity area. As soon as each player returns, the next player moves to collect the next bean bag. Students waiting for a turn will perform an aerobic exercise.
4. Once all beanbags have been collected from the center of the activity area, teams can move to other teams' hoops to "steal" their treasures. You cannot guard your hoop.
5. Freeze when you hear the stop signal.

**Grade Level Progression:**

- 3<sup>rd</sup>: Begin at a skipping or galloping pace.  
4<sup>th</sup> & 5<sup>th</sup>: Allow students to move at a more vigorous pace.



**AEROBIC TREASURE GRAB**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Students travel in pairs, working cooperatively to grab bean bags.
- ✔ Use a variety of objects as treasures, allowing for student preference, skill, and ability.

ACADEMIC  
LANGUAGE

Aerobic Capacity, Actively Engage, Active Lifestyle, Sedentary Lifestyle, Vigorous

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E5.3]** Demonstrates, with teacher direction, the health-related fitness components (3).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** Can you remember the reasons why it's important to be physically active every day?
- ✔ **DOK 2:** How would you compare and/or contrast an active lifestyle with a sedentary lifestyle?
- ✔ **DOK 3:** Would you consider your lifestyle active or sedentary? Can you support your choice with specific examples?

TEACHING  
STRATEGY  
FOCUS

**Help students examine similarities and differences.** Guide students through the process of classifying and comparing sedentary routine activities and active habits. This strategy can help students think deeply about their own lifestyle habits and choices and draw conclusions about how they can improve their daily and weekly routines.



## TEAM TRIANGLE TAG

### STUDENT TARGETS

- ✓ **Skill:** I will move safely within the activity area by maintaining balance at a safe speed.
- ✓ **Cognitive:** I will discuss the benefits of regular physical activity.
- ✓ **Fitness:** I will pace my activity so that I work within my target heart rate zone.
- ✓ **Personal & Social Responsibility:** I will follow the rules for Team Triangle Tag without the need for teacher reminders.

### TEACHING CUES

- ✓ Safe Tagging Form
- ✓ Stay Close to Home Base
- ✓ Side-Slide in Athletic Stance

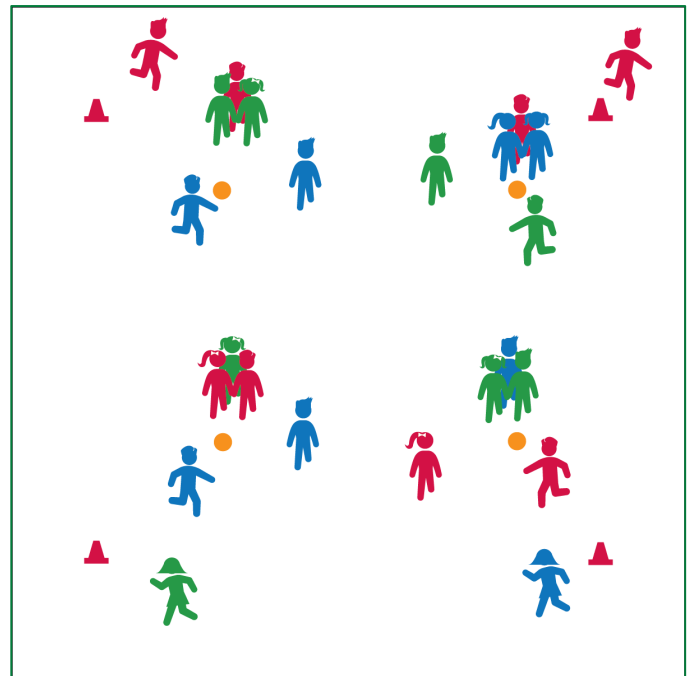
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 spot marker per 6 students
- ✓ 4 large cones

**Set-Up:**

1. Create a large jogging loop using 4 cones.
2. Pairs students into teams of 2. 6 teams will play in each game.
3. Scatter spots inside the jogging loop. These will serve as home bases for the shielding teams and target players.



**Activity Procedures:**

1. Today's Plug & Play Fitness activity is called Team Triangle Tag.
2. The object of the activity is for each scoring team to tag the target player as many times as possible before the loop runner has completed 1 jogging loop.
3. Each game has 3 teams playing against each other. Team 1 is the scoring team; player A is the tagger and player B is the scorekeeper. Team 2 is the fleeing team; player C is the target player and player D is the loop runner. Team 3 is the shielding team; both players are trying to keep the scoring team from tagging the target player. They will hold hands with the target player to form a triangle, and they will rotate to shield her/him from the tagger.
4. On the start signal, the loop runner begins running, and the tagger starts to chase the target player. When the Loop runner returns, rotate team and player roles.

**Grade Level Progression:**

- 3<sup>rd</sup>: Begin by teaching Triangle Tag without the loop runner. Introduce loops after students have mastered Triangle Tag.
- 4<sup>th</sup> & 5<sup>th</sup>: Play the activity as described above.





**TEAM TRIANGLE TAG**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Students hold a scarf or deck ring to connect the triangle rather than holding hands.
- ✔ Students jump rope or complete another aerobic exercise for a set amount of time rather than running a loop.

ACADEMIC  
LANGUAGE

Aerobic Capacity, Jog, Pace

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E5.3]** Demonstrates, with teacher direction, the health-related fitness components (3).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What would you include on a list about active lifestyles?
- ✔ **DOK 2:** How can you apply what you've learned in physical education to develop or maintain an active lifestyle?
- ✔ **DOK 3:** How is an active lifestyle related to having fun with your friends and family?

TEACHING  
STRATEGY  
FOCUS

**Help students examine their reasoning.** The debrief questions provided above guide students through the process of examining their own routine reasoning related to activity choices and healthful living. Framed in a context of fun and social benefits, students must produce and defend their own statements related to how and why they maintain an active lifestyle.

## COLOR CRUSHERS

### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate perfect exercise form.
- ✓ **Cognitive:** I will discuss the importance of perfect exercise form.
- ✓ **Fitness:** I will pace my activity so that I work within my target heart rate zone.
- ✓ **Personal & Social Responsibility:** I will work independently with a focus on improving my fitness.

### TEACHING CUES

- ✓ Focus on Form
- ✓ Pace Your Jog
- ✓ Crush the Exercise

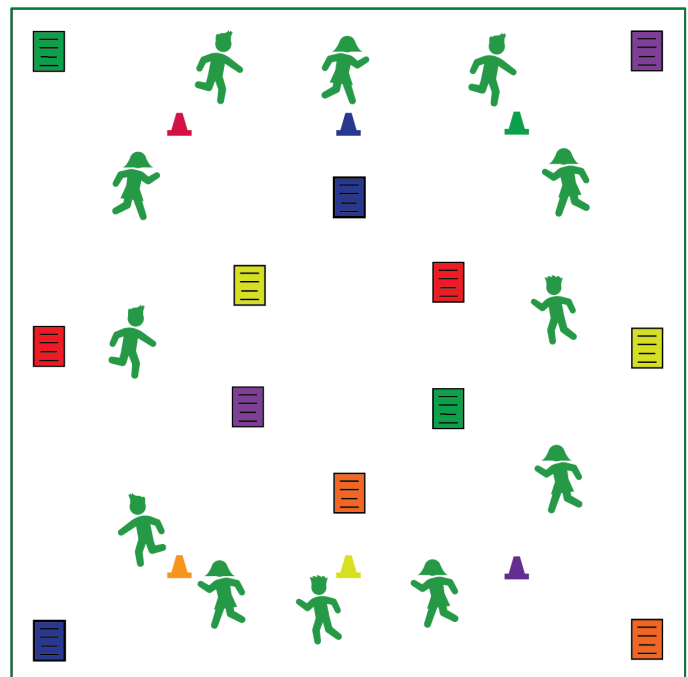
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 set of 6-color cones
- ✓ 4 sets of Color Crusher exercise posters

**Set-Up:**

1. Create a large jogging loop using 6-color cones.
2. Post 6-color exercise posters in visible areas throughout the activity area and on the walls.
3. Students scattered around the jogging loop.



**Activity Procedures:**

1. Today's Plug & Play Fitness activity is called Color Crushers.
2. The object of the activity is for you to crush (i.e., complete) the exercise listed on the exercise posters.
3. When the music starts, everyone will begin jogging around the loop.
4. When the music stops and you hear a color signal (e.g., "BLUE!"), move quickly to a poster and perform the exercise listed.
5. When the music restarts, begin jogging around the loop.

**Grade Level Progression:**

3<sup>rd</sup> & 4<sup>th</sup>: Play the activity as described above.

5<sup>th</sup>: Provide students with blank exercise posters. Prompt them to create new posters with a focus on all health-related components of fitness.

**COLOR CRUSHERS**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Create custom exercise posters that meet the needs of all of your students.
- ✔ Provide a variety of demonstrations and cues to help students experience perfect exercise form.
- ✔ Allow students to move around the jogging loop using different locomotor activities, scooters, or wheelchairs.

ACADEMIC  
LANGUAGE

Aerobic Capacity, Flexibility, Exercise Form, Dynamic Stretching, Muscular Fitness

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E5.3]** Demonstrates, with teacher direction, the health-related fitness components (3).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What is exercise form?
- ✔ **DOK 1:** How can you recognize perfect exercise form?
- ✔ **DOK 2:** How does exercise form affect how you benefit from the exercises you perform?
- ✔ **DOK 3:** What might happen if a person performed an exercise with poor exercise form?
- ✔ **DOK 4:** What would we include on a practice plan designed to help us improve our exercise form?

TEACHING  
STRATEGY  
FOCUS

**Identify critical content.** Exercise form is critical to both safety and effectiveness of all fitness exercises. This activity provides an important opportunity to identify and focus on exercise form. Describe, demonstrate, and discuss critical cues for each exercise performed, and then debrief based on student experience and understanding.

## CORE BALANCE TAG

### STUDENT TARGETS

- ✔ **Skill:** I will demonstrate perfect form during each core balance stunt.
- ✔ **Cognitive:** I will discuss the importance of core strength.
- ✔ **Fitness:** I will pace my activity so that I work within my target heart rate zone.
- ✔ **Personal & Social Responsibility:** I will follow the rules for Core Balance Tag without the need for teacher reminders.

### TEACHING CUES

- ✔ Safe Tagging Form
- ✔ Controlled Balance for Safety

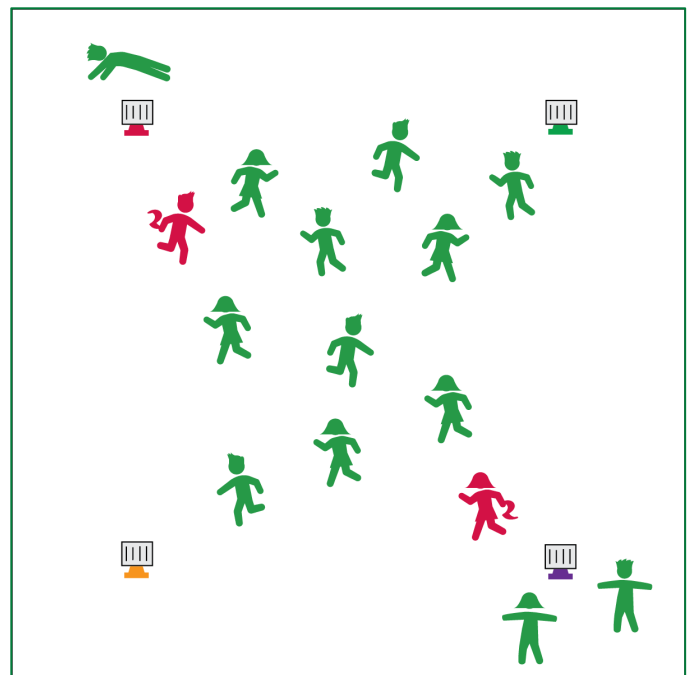
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✔ 4 large cones
- ✔ 4 Task Tents
- ✔ 4 Core Balance Charts
- ✔ 2 scarves or pinnies

#### Set-Up:

1. Create a large activity area using 4 large cones.
2. Place charts and task tents on the cones to designate balance areas.
3. Scatter students throughout the activity area.
4. Give 2 students scarves or pinnies to identify them as taggers.



#### Activity Procedures:

1. Today's fitness activity is called Core Balance Tag. It will help us work on aerobic capacity, flexibility, and core muscular endurance.
2. The object of the activity is to avoid being tagged by the taggers. If you are tagged, you will move to a balance area, perform a core balance stunt, and hold it until a classmate comes and mirrors your pose.
3. Once a classmate mirrors your pose, you may return to the game of tag.
4. Start at a skipping pace.

#### Grade Level Progression:

3<sup>rd</sup> & 4<sup>th</sup>: Play the activity as described above.

5<sup>th</sup>: Provide students with blank Core Balance Charts. Prompt them to create new charts with a focus on muscular fitness and flexibility.

**CORE BALANCE TAG**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Create custom Core Balance Charts that meet the needs of all of your students.
- ✔ Provide a variety of demonstrations and cues to help students experience perfect exercise form.
- ✔ Provide “balance coaches” at each balance area to provide instruction and assistance to students who need it.

ACADEMIC  
LANGUAGE

Balance, Base of Support, Control, Core, Muscular Endurance

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E5.3]** Demonstrates, with teacher direction, the health-related fitness components (3).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What is core strength?
- ✔ **DOK 2:** How does core strength affect your ability to play and have fun with your friends? How does it affect your ability to help your family with chores at home?
- ✔ **DOK 3:** How is core strength related to good posture?
- ✔ **DOK 3:** Why is it important to have good posture? Can you support your answer with specific examples?

TEACHING  
STRATEGY  
FOCUS

**Manage response rates with tiered questioning techniques.** All of the questions provided in the debrief sections of OPEN activity plans are designed with ascending cognitive complexity in order to help deepen students’ thinking about fitness concepts. Continue to advance through each Depth of Knowledge (DOK) level until students have difficulty with their responses. At that point, guide them through the discussion and make note of which level to aim for in the discussion section of future lessons.

**PLANK-TAP RELAY**

STUDENT TARGETS

- ✔ **Skill:** I will demonstrate perfect exercise form.
- ✔ **Cognitive:** I will discuss the benefits of planks.
- ✔ **Fitness:** I will pace my activity so that I work within my target heart rate zone.
- ✔ **Personal & Social Responsibility:** I will demonstrate teamwork by completing plank-taps quickly and with perfect form.

TEACHING CUES

- ✔ Proper Planks
- ✔ Control Your Taps

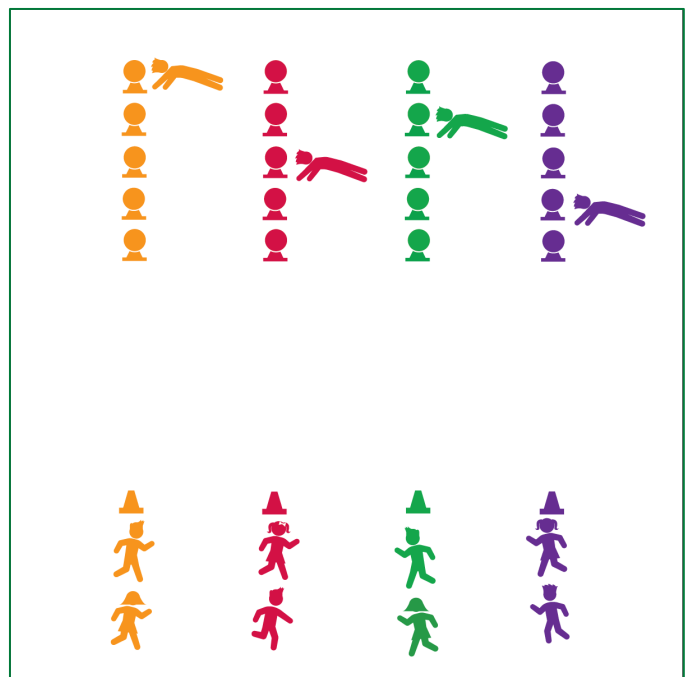
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✔ 1 large cone per group of 2–3 students
- ✔ 5 low-profile cones per group of 2–3 students
- ✔ 5 foam balls (or bean bags) per group of 2–3 students

**Set-Up:**

1. Create 1 relay race line per group using the large cone as the group’s home base.
2. 20 meters from home base, place 5 low-profile cones 1 meter apart with a foam ball balanced on top of each cone.
3. Create teams of no more than 3 students per relay line. Each team at a home base.



**Activity Procedures:**

1. Today’s activity is called Plank-Tap Relay. The object is for our class to collect as many plank-taps as we can. This activity is done in a relay-race format.
2. On the start signal, the first person in each line will run to the end of the row of foam balls, get into plank position, and tap the top of each foam ball with both hands (first left, then right). They will advance through all 5 foam balls before running back and giving a high-5 to the next person in line.
3. Begin on the start signal. Continue through your line until you hear the stop signal, repeating as many times as you can.

**Grade Level Progression:**

- 3<sup>rd</sup> & 4<sup>th</sup>:** Introduce the activity such that students move to the foam balls, perform squats and tap each ball per squat, and then return to their line. When students have mastered this format, introduce plank-taps.
- 5<sup>th</sup>:** Prompt students to create their own fitness relays.



**PLANK-TAP RELAY**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Substitute planks with exercises that meet the needs and abilities of your students.
- ✔ Change locomotor movements to meet the skills and abilities of your students.
- ✔ Substitute foam balls with larger or smaller objects.

ACADEMIC  
LANGUAGE

Core, Exercise Form, Muscular Fitness, Muscle Tone, Plank

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E5.3]** Demonstrates, with teacher direction, the health-related fitness components (3).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** How can you recognize good plank position?
- ✔ **DOK 2:** What do you notice about your muscles when you hold plank position?
- ✔ **DOK 3:** Can you describe what happens to different muscles in your body when you hold plank position? Use specific examples. (E.g., What happens to your arms? Your core?)

TEACHING  
STRATEGY  
FOCUS

**Organize students to interact with content.** Plug & Play Fitness activities are designed to be done on a regular basis throughout the school year. For example, you could begin one lesson per week with a Plug & Play activity. This ensures that fitness will remain a focus for both you and your students. Be creative and modify the activities to include elements of whatever unit or topic you're currently teaching. For example, if you are in a floor hockey unit, students can stick-dribble a ball or puck down to the foam balls, perform plank taps, and then stick-dribble back to their teams. Be creative and have fun while you keep the focus on fitness concepts.



SAMPLE LESSON PLAN

FOCUS  
OUTCOMES

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E5.3]** Demonstrates, with teacher direction, the health-related fitness components (3).
- ✔ *List at least 1 standard from a skill-based activity plan...*

FOCUS  
TARGETS

- ✔ **Skill:** I will demonstrate perfect exercise form.
- ✔ **Cognitive:** I will discuss the benefits of planks.
- ✔ **Fitness:** I will pace my activity so that I work within my target heart rate zone.
- ✔ **Personal & Social Responsibility:** I will demonstrate teamwork by completing plank-taps quickly and with perfect form.

*Replace the skill target above with the skill target from a skill-based activity plan...*

ACADEMIC  
LANGUAGE

- ✔ Core
- ✔ Exercise Form
- ✔ Muscular Fitness
- ✔ Muscle Tone
- ✔ Plank

SELECTED  
ASSESSMENT

- ✔ Plug & Play Fitness DOK Exit Slips

SAMPLE LESSON PLAN

**1**  
INSTANT  
ACTIVITY

TRANSITION NOTES

As students enter the activity area, they move to a relay line and begin to practice “perfect” plank form. Maximum of 3 students per relay line.



ACTIVITY

Plank-Tap  
Relay



DEBRIEF

**DOK 1:** How can you recognize good plank position?  
**DOK 2:** What do you notice about your muscles when you hold plank position?

**2**  
LEARNING  
TASK

Students transition to skill-based activities. This space is purposely left for you to complete in order to highlight the intended use of Plug & Play activities. This is not a module meant to be done together and in sequence; rather, each Plug & Play activity is meant to be embedded into your skill-based modules throughout the school year.



Choose an activity from your current skill-based module.



Debrief is focused on skill-based concepts.

**3**  
LEARNING  
TASK

Transition notes for the next skill-based activity.



Choose an activity from your current skill-based module.



Debrief is focused on skill-based concepts.

**4**  
EXIT  
ASSESSMENT

Students complete Plug & Play Fitness DOK Exit Slips.

# ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

Joshua **actively engaged** in each FITNESSGRAM<sup>®</sup> test; he tried his best with a focus on perfect form.



# AEROBIC CAPACITY

(noun)

The maximum amount of oxygen that can be used by the body.

The PACER test helps students measure their **aerobic capacity**.



# BALANCE

(noun)

An even distribution of weight that allows someone or something to stay upright and steady.

Core strength can help a person maintain **balance** while they perform daily activities.



# BASE OF SUPPORT

(noun)

The area beneath a person that includes all points of contact the person makes with the supporting surface.

Jessica stood with her feet apart in order to maintain a wide **base of support**.



# CONTROL

(verb)

To manage or regulate the movement or actions of something.

It's important to **control** your movement and effort in order to ensure safe exercise form.





# CORE

(noun)

The major muscles of the belly and the mid and lower back, which are involved in general stability and posture.

---

Planks are a great exercise for maintaining and improving strength in your **core**.



# DYNAMIC STRETCHING

(noun)

An exercise or fitness routine in which movement, momentum, and active muscular effort are used to stretch muscles. End positions are not held.

---

The team performed a **dynamic stretching** routine in order to safely warm up for their practice.



# EXERCISE FORM

(noun)

A specific way of performing a physical activity or movement to promote safety, enhance benefits, and avoid injury.

Keeping the knees above and in line with the feet during a squat is an important component of safe **exercise form**.



# FLEXIBILITY

(noun)

The ability to bend and move the joints through the full range of motion.

Good **flexibility** can help you bend and reach safely during daily activity.



# HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

In physical education class, we participate in activities and exercises that help enhance or maintain our **health-related fitness**.



# INTENSITY

(noun)

The amount of exertion used when performing an exercise or activity.

Every day, we should get a least 60 minutes of physical activity that is at a moderate to vigorous **intensity**.



# JOG

(verb)

A run performed at a steady, gentle pace.

---

Tasha loves to **jog** for fitness.





# MUSCLE TONE

(noun)

The level of firmness or slight contraction  
in a resting muscle.

---

Regular strength training allows me to  
maintain good **muscle tone**.



# MUSCULAR ENDURANCE

(noun)

The ability of a muscle to continue to perform without fatigue.

Marathon runners demonstrate excellent **muscular endurance**.



# MUSCULAR FITNESS

(noun)

The combined ability of a muscle to demonstrate strength and resist fatigue.

Push-ups are an excellent way to improve or maintain **muscular fitness**.



# MUSCULAR STRENGTH

(noun)

The maximum amount of force a muscle can produce in a single effort.

Exercise form and **muscular strength** are critical when you are lifting weights.



# PACE

(verb)

To move or work at a steady and consistent speed, often in order to avoid becoming overly tired.

It's important to maintain a moderate jogging **pace** when running a mile.



# PLANK

(noun)

An exercise in which a person balances horizontally on the toes and forearms (or hands) while holding the rest of the body up and off the ground.

---

Mr. Tomlin uses **planks** in his exercise routine to help maintain core strength and endurance.



# SEDENTARY LIFESTYLE

(noun)

A way of life in which a person is not typically or routinely physically active.

Heart disease and diabetes are health risks associated with a **sedentary lifestyle**.





# VIGOROUS

(Adjective)

Done with great force and energy.

If done properly, the PACER test is a **vigorous** physical activity.



## UNIVERSAL DESIGN ADAPTATIONS

**Universal Design for Learning (UDL)** is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by creating suggested Universal Design Adaptations intended to serve as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

**Potential Universal Design Adaptations for Plug & Play Fitness**

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>✓ Provide activity cards in large-print versions or use an LCD projector</li> <li>✓ Provide equipment of various sizes</li> <li>✓ Utilize a variety of balls and bean-bag-style objects that are easy to see, hold, throw, and strike</li> <li>✓ Increase or decrease the amount of equipment used in an activity to decrease the complexity</li> </ul>	<ul style="list-style-type: none"> <li>✓ Change the boundaries of activities to allow for more or less movement</li> <li>✓ Provide students with the opportunity to modify rules to match their skills and interests</li> <li>✓ Create custom exercise cards and charts to meet the needs of students</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide visual cues and reminders throughout the activity area</li> <li>✓ Create smaller versions of activities managed in a station-style format</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide a variety of demonstrations and cues to help students experience perfect exercise form</li> <li>✓ Provide ongoing verbal cues</li> <li>✓ Use peer tutors to assist with instruction and participation</li> <li>✓ Use pictures and/or video for instruction</li> <li>✓ Individualize instruction with one-to-one interactions</li> </ul>

## Fitness UNO Chart: Aerobic Capacity

RED	Invisible Speed Rope
BLUE	Jumping Jacks
GREEN	Mummy Jacks
YELLOW	Stationary Sprints

- ✔ Wild cards: free—discard with no repetitions.
- ✔ Draw 2 cards: draw 2 new cards.
- ✔ Reverse cards: count 10 repetitions backward.
- ✔ Skip cards: free—discard with no repetitions.
- ✔ Wild Draw 4 cards: give to another team—they must draw 4.

## Fitness UNO Chart: Muscular Fitness

RED	Plank Mississippi Holds
BLUE	Plank Jacks
GREEN	Plank Alternating Super Arms
YELLOW	Plank Alternating Leg Lifts

- ✔ Wild cards: free—discard with no repetitions.
- ✔ Draw 2 cards: draw 2 new cards.
- ✔ Reverse cards: count 10 repetitions backward.
- ✔ Skip cards: free—discard with no repetitions.
- ✔ Wild Draw 4 cards: give to another team—they must draw 4.

## Fitness UNO Chart: Flexibility (& Balance)

RED	Tree Pose Mississippi Holds
BLUE	Downward-Facing Dog Mississippi Holds
GREEN	Warrior Mississippi Holds
YELLOW	Forward Bend Mississippi Holds

- ✔ Wild cards: free—discard with no repetitions.
- ✔ Draw 2 cards: draw 2 new cards.
- ✔ Reverse cards: count 10 repetitions backward.
- ✔ Skip cards: free—discard with no repetitions.
- ✔ Wild Draw 4 cards: give to another team—they must draw 4.

## Color Crushers Exercise Poster: Aerobic Capacity

25 Reps	Invisible Speed Rope
25 Reps	Jumping Jacks
25 Reps	Mummy Jacks
25 Reps	Stationary Sprints

**Repeat from top until you hear the stop signal.**



## Color Crushers Exercise Poster: Muscular Fitness

10 Counts	Plank Mississippi Holds
10 Reps	Plank Jacks
10 Reps	Plank Alternating Super Arms
10 Reps	Plank Alternating Leg Lifts

**Repeat from top until you hear the stop signal.**





## Color Crushers Exercise Poster: Flexibility

10 Counts	Tree Pose Mississippi Holds
10 Counts	Downward-Facing Dog Mississippi Holds
10 Counts	Warrior Mississippi Holds
10 Counts	Forward Bend Mississippi Holds

**Repeat from top until you hear the stop signal.**



## Color Crushers Exercise Poster: Aerobic Capacity

10 Reps	Invisible Rope Ski Jumps
10 Reps	Star Jumps
10 Reps	High-Knee Sprinting March
10 Reps	Invisible Rope Double-Unders

**Repeat from top until you hear the stop signal.**



## Color Crushers Exercise Poster: Muscular Fitness

10 Reps	Plank Jacks
5 Reps	Modified Push-Ups
10 Reps	Plank Alternating Side-to-Side Toe Taps
5 Reps	Modified Push-Ups

**Repeat from top until you hear the stop signal.**



## Color Crushers Exercise Poster: Flexibility

4 Reps	Inchworms
4 Reps	Page Turners
4 Reps	Frog Walkers
4 Reps	Long Lunges

**Repeat from top until you hear the stop signal.**



## Core Balance Card

# Tree Pose

**Hold pose until a partner comes  
and mirrors your position.**



## Core Balance Card

# Downward-Facing Dog

**Hold pose until a partner comes  
and mirrors your position.**



## Core Balance Card

# Warrior

**Hold pose until a partner comes  
and mirrors your position.**



## Core Balance Card

# Forward Bend

**Hold pose until a partner comes  
and mirrors your position.**





## Core Balance Card

# Star Pose

**Hold pose until a partner comes  
and mirrors your position.**



## Core Balance Card

# Plank Position

**Hold Pose until a partner comes  
and mirrors your position.**



**ACADEMIC LANGUAGE QUIZ**

**The maximum amount of oxygen that can be used by the body.**

**1**

- a. Aerobic Exercise
- b. Cardio Work
- c. Endurance
- d. Aerobic Capacity

**The major muscles of the belly and the mid and lower back.**

**2**

- a. Abs
- b. Core
- c. Traps
- d. Biceps

**The ability to bend and move the joints through the full range of motion.**

**3**

- a. Fitness
- b. Balance
- c. Flexibility
- d. Stretching

**The level of firmness in a resting muscle.**

**4**

- a. Muscle Tone
- b. Muscle Memory
- c. Endurance
- d. Strength

**To move at a steady and consistent speed.**

**5**

- a. Skip
- b. Run
- c. Jog
- d. Pace

**The opposite of an active lifestyle.**

**6**

- a. Fitness Workouts
- b. Sedentary Lifestyle
- c. Sit-ups
- d. Barrier

**A horizontal position with toes and forearms holding the body up and off the ground.**

**7**

- a. Push-up
- b. Plank
- c. Plank Jacks
- d. Tree Pose

**The combined ability of a muscle to demonstrate strength and resist fatigue.**

**8**

- a. Muscular Fitness
- b. Endurance
- c. Aerobic Capacity
- d. Flexibility

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

✓ **DOK 1:** What is muscular fitness?

✓ **DOK 2:** What do you know about muscular fitness?

✓ **DOK 3:** How is muscular fitness related to your ability to do the things you like to do?

*(Write this answer on the back of this sheet.)*

-----

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

✓ **DOK 1:** What is muscular fitness?

✓ **DOK 2:** What do you know about muscular fitness?

✓ **DOK 3:** How is muscular fitness related to your ability to do the things you like to do?

*(Write this answer on the back of this sheet.)*

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** What would you include on a list about aerobic capacity?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 2:** How would you summarize the importance of aerobic capacity in playing your favorite sport or active game?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 3:** How would you change something that you do every day (a daily habit) to create an opportunity to maintain or enhance your aerobic capacity?

*(Write this answer on the back of this sheet.)*

-----

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** What would you include on a list about aerobic capacity?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 2:** How would you summarize the importance of aerobic capacity in playing your favorite sport or active game?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 3:** How would you change something that you do every day (a daily habit) to create an opportunity to maintain or enhance your aerobic capacity?

*(Write this answer on the back of this sheet.)*

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** How can you recognize a game, sport, or activity that helps build or maintain aerobic capacity?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 2:** How did your health-related fitness affect your ability to play Free Foam Ball Fitness?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 3:** How would you change the fitness game we played today to make it more or less vigorous?

*(Write this answer on the back of this sheet.)*

-----

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** How can you recognize a game, sport, or activity that helps build or maintain aerobic capacity?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 2:** How did your health-related fitness affect your ability to play Free Foam Ball Fitness?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 3:** How would you change the fitness game we played today to make it more or less vigorous?

*(Write this answer on the back of this sheet.)*

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** Can you remember the reasons why it's important to be physically active every day?
  
- ✓ **DOK 2:** How would you compare and/or contrast an active lifestyle with a sedentary lifestyle?
  
- ✓ **DOK 3:** Would you consider your lifestyle active or sedentary? Can you support your choice with specific examples?

*(Write this answer on the back of this sheet.)*

-----

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** Can you remember the reasons why it's important to be physically active every day?
  
- ✓ **DOK 2:** How would you compare and/or contrast an active lifestyle with a sedentary lifestyle?
  
- ✓ **DOK 3:** Would you consider your lifestyle active or sedentary? Can you support your choice with specific examples?

*(Write this answer on the back of this sheet.)*

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** What would you include on a list about active lifestyles?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 2:** How can you apply what you've learned in physical education class to develop or maintain an active lifestyle?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 3:** How is an active lifestyle related to having fun with your friends and family?

*(Write this answer on the back of this sheet.)*

-----

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** What would you include on a list about active lifestyles?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 2:** How can you apply what you've learned in physical education class to develop or maintain an active lifestyle?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 3:** How is an active lifestyle related to having fun with your friends and family?

*(Write this answer on the back of this sheet.)*



**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** What is exercise form?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 2:** How does exercise form affect how you benefit from the exercises you perform?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 3:** What might happen if a person performed an exercise with poor exercise form?

*(Write this answer on the back of this sheet.)*

-----

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** What is exercise form?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 2:** How does exercise form affect how you benefit from the exercises you perform?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 3:** What might happen if a person performed an exercise with poor exercise form?

*(Write this answer on the back of this sheet.)*

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

✓ **DOK 1:** What is core strength?

✓ **DOK 2:** How does core strength affect your ability to play and have fun with your friends?

✓ **DOK 3:** How is core strength related to good posture?

*(Write this answer on the back of this sheet.)*

-----

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

✓ **DOK 1:** What is core strength?

✓ **DOK 2:** How does core strength affect your ability to play and have fun with your friends?

✓ **DOK 3:** How is core strength related to good posture?

*(Write this answer on the back of this sheet.)*

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** How can you recognize good plank position?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 2:** What do you notice about your muscles when you hold plank position?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 3:** Can you describe what happens to different muscles in your body when you hold plank position? Use specific examples. (E.g., What happens to your arms? Your core?)

*(Write this answer on the back of this sheet.)*

-----

**BEST PRACTICES EXIT SLIP**

Name: \_\_\_\_\_

*Answer each question below.*

- ✓ **DOK 1:** How can you recognize good plank position?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 2:** What do you notice about your muscles when you hold plank position?
  
  
  
  
  
  
  
  
  
  
- ✓ **DOK 3:** Can you describe what happens to different muscles in your body when you hold plank position? Use specific examples. (E.g., What happens to your arms? Your core?)

*(Write this answer on the back of this sheet.)*