

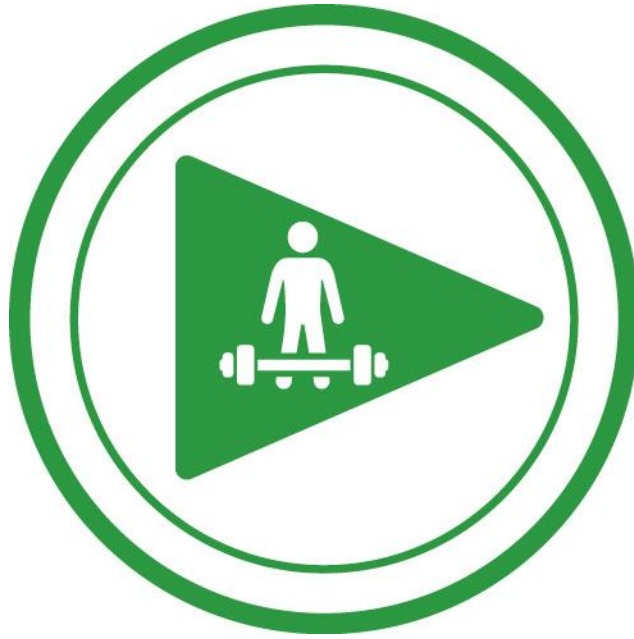
# TOOLS FOR LEARNING **PLUG & PLAY FITNESS**

MIDDLE SCHOOL

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

A PUBLIC SERVICE OF





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



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

In partnership with the Cooper Institute and the SUNY Cortland AMP Lab.  
OPEN is a Public Service Organization supported by [US Games](#) and [BSN Sports](#).  
©2018

These documents and all of the content provided by OPEN are available to all teachers, coaches and activity leaders without cost or obligation. Please print, copy, and share the content responsibly. The sale of this work by a third party is prohibited in any print or electronic format.

Grade-Level Outcomes for K-12 Physical Education are used under license from SHAPE America.  
© SHAPE America, 2013, [www.shapeamerica.org](http://www.shapeamerica.org). All rights reserved.

## MODULE OVERVIEW

### ABOUT THIS MODULE

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 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 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 3 [M3.6-7]** Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics, and/or aerobic dance (6); Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, bodyweight training, and/or light freeweight training (7).
- **Standard 3 [M9.6-8]** Employs correct techniques and methods of stretching (6); Describes and demonstrates the difference between dynamic and static stretches (7); Employs a variety of appropriate static stretching techniques for all major muscle groups (8).

### TABLE OF CONTENTS

RESOURCES	FITNESS FOCUS	PAGE
Module Overview		1
Required Materials List		5
<b>Activity Plans</b>		
Pitch & Go Treasure	Aerobic Capacity	6
Planking 4-Square	Muscular Fitness	8
4-Corner Boogie	Aerobic Capacity	10
Planking Hockey	Muscular Fitness	12
Warrior Fitness	Aerobic Capacity or Muscular Fitness	14
20-Meter RPS Challenge	Aerobic Capacity	16
Partner Poses	Flexibility	18
Unplugged	Flexibility	20
Planking Slam Ball	Muscular Fitness	22
Sample First Lesson Plan		24
Academic Language Posters		22 pages
Universal Design Adaptations		6 pages
Warrior Fitness Exercise Chart		
<a href="#">Everyday Yoga Workout Card</a>		<a href="#">Darebee.com</a>
<a href="#">Unplugged Workout Card</a>		<a href="#">Darebee.com</a>
<b>Student Assessment Tools</b>		
Academic Language Quiz		
DOK Exit Slips		

## 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
12	Hoops	02170	<a href="#">Link to e-Store</a>
36	Bean Bags	1064179	<a href="#">Link to e-Store</a>
6	Playground Balls	1369483	<a href="#">Link to e-Store</a>
6	Cones	1245875	<a href="#">Link to e-Store</a>
12	Coated Foam Balls	1395254	<a href="#">Link to e-Store</a>
2	Playing Card Decks	3065	<a href="#">Link to e-Store</a>
12	Large Floor Spots	1377093	<a href="#">Link to e-Store</a>
12	Tennis Balls	1451697	<a href="#">Link to e-Store</a>
			
	Warrior Fitness Exercise Chart		<a href="#">OPENPhysEd.org</a>
	Everyday Yoga Workout Card		<a href="#">Darebee.com</a>
	Unplugged Workout Card		<a href="#">Darebee.com</a>
	Academic Language Cards		<a href="#">OPENPhysEd.org</a>

MATERIALS LIST

SET-UP NOTES:

## PITCH & GO TREASURE

### STUDENT TARGETS

- **Skill:** I will stay vigorously active throughout this activity.
- **Cognitive:** I will identify the 5 components of health-related fitness.
- **Fitness:** I will discuss the connection between fitness and mental health.
- **Personal & Social Responsibility:** I will discuss how being physically active leads to a healthy body.

### TEACHING CUES

- Head Up, Stay Alert
- Control the Treasure
- Heart Rate Up

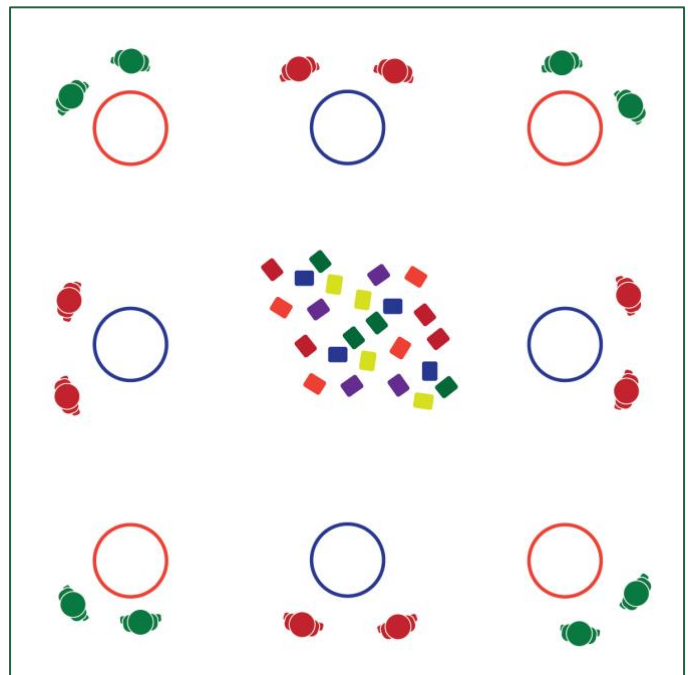
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 hoop per 2 students
- 30–60 bean bags

#### Set-Up:

1. Set up hoops around the perimeter of the activity area. Ideal distance between hoops is 20 meters.
2. Scatter bean bags in the center of the activity area.
3. Group students in teams of 2 or 3, each team at a hoop.



#### Activity Procedures:

1. It's time for Pitch & Go Treasure. The object of the game is for your team to collect more bean bags in your hoop than any other team.
2. On the start signal, 1 teammate will run to the center of the activity area to collect 1 bean bag (you cannot collect more than 1 bean bag at a time). Return to your hoop with the bean bag and toss it into your team's hoop. As soon as the bean bag is in the hoop, the next player can go to collect another bean bag.
3. When all of the bean bags in the center of the area are collected, it's time to steal other teams' treasures. In this same relay-style format, continue to send 1 teammate at a time out to other hoops to collect bean bags and then return to the hoop so the next teammate can go. Teams cannot guard or block others from making a steal.
4. Each round of play will last 3–5 minutes.

#### Grade Level Progression:

**6<sup>th</sup>:** Play the activity as described above.

**7<sup>th</sup>–8<sup>th</sup>:** Add passing as a skill element using foam balls or foam flying discs. Students must complete an accurate pass back to their teammates in order to score an object into their hoops.



**PITCH & GO TREASURE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Provide a variety of objects that are easy for students to grab and carry.
- Modify the boundaries (smaller or larger) to meet the needs of all students

ACADEMIC  
LANGUAGE

Health-Related Fitness, Mental Health, Moderate, Physical Activity, Physical Health, Vigorous

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is mental health?
- **DOK 2:** How does your fitness affect your mental health?
- **DOK 3:** How is confidence related to this connection? What facts would you select to support your answer?

TEACHING  
STRATEGY  
FOCUS

**Help students identify critical content.** The connection between physical activity and physical health is often the focus of discussion for middle school students. However, mental and emotional health benefits are well documented and very relevant for today's youth. Help students identify and discuss this important connection.



## PLANKING 4-SQUARE

### STUDENT TARGETS

- **Skill:** I will demonstrate and hold the correct plank position.
- **Cognitive:** I will identify major muscles used for holding plank position.
- **Fitness:** I will identify the components of health-related fitness involved in this activity.
- **Personal & Social Responsibility:** I will discuss the connection between fitness and mental health.

### TEACHING CUES

#### PLANK

- Elbows Below Shoulders
- Arms Straight, Not Locked
- Feet Together, Toes Down
- Legs, Back, Head Aligned

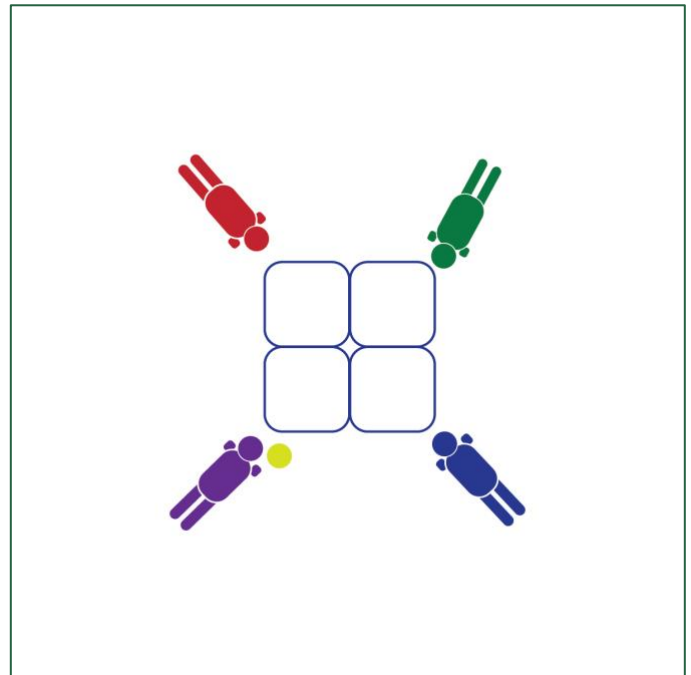
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- Floor tape (or hoops) to mark small 4-square courts—1 court per 4 or 8 students
- 1 playground ball or high-bounce foam ball per group of 4 students

#### Set-Up:

1. Create a 4-square court for each group of 4 or 8 students. Squares should be approximately the size of a large hula hoop. Hoops can be used if floor tape is not an option.
2. Create even groups of 4 or 8 students, each group at a court with 1 ball.



#### Activity Procedures:

1. It's time to build our muscular fitness with Planking 4-Square. The object of the game is to accumulate as few points as possible by making fair and accurate hits into other players' squares.
2. On the start signal, begin playing 4-square at your court, following traditional 4-square rules. However, do not rotate if you lose a point. Instead, add up the points you lose. Again, the goal is to have the fewest points when the game is done.
3. If you have 4 players at your court, then 1 player will be in plank position at each square to defend it. If there are 8 players at your court, then there are 2 players in plank position at each square.
4. Serves are meant to place the ball fairly into play. Therefore, serves must be hit in a way that can be returned by the receiver.
5. Remember, inside lines are OUT, and the hitter loses a point. Outside lines are IN and must be played.
6. Also, only a player who owns a square can hit a ball after it bounces in her/his square. Players who interfere with a ball in play are considered out and earn a point.

#### Grade Level Progression:

- 6<sup>th</sup>: Play the activity as described above.  
7<sup>th</sup>–8<sup>th</sup>: Challenge students to create a version of 4-square that works to improve aerobic capacity.

**PLANKING 4-SQUARE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Provide plank modifications and allow students to choose their level of participation.
  - Level 1: Standard plank with hands and toes as points of contact.
  - Level 2: Modified plank with hands and knees as points of contact (core firm, legs and back aligned)
  - Level 3: Table position with hands and knees as points of contact (knees at 90 degrees, upper leg perpendicular with the floor)

ACADEMIC  
LANGUAGE

Health-Related Fitness, Mental Health, Muscular Endurance, Muscular Fitness, Muscular Strength, Plank

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 3 [M14.6]** Identifies major muscles used in selected physical activities (6).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What are the components of health-related fitness?
- **DOK 2:** Which of those components are the focus of Planking 4-Square?
- **DOK 3:** Can you predict the effect that good muscular fitness can have on a person's overall mental health? What examples can you provide to support your answer?

TEACHING  
STRATEGY  
FOCUS

**Organize students to interact with content.** Plank position is one of the most effective and complete muscular fitness exercises available for showing students the importance of muscular strength and endurance. By playing planking games, students will quickly recognize the potential for improvements in an activity environment that is fun and non-threatening. Provide exercise modifications for all students, allowing them to move fluidly from full plank to modified plank positions.

## 4-CORNER BOOGIE

### STUDENT TARGETS

- **Skill:** I will demonstrate leadership while acting as a Boogie Captain.
- **Cognitive:** I will discuss the connection between leadership and a physically active lifestyle.
- **Fitness:** I will identify different types of physical activities and discuss how each exerts a positive impact on health.
- **Personal & Social Responsibility:** I will identify and discuss the definition of leadership.

### TEACHING CUES

- Keep Moving
- Keep Control
- Keep it Fun

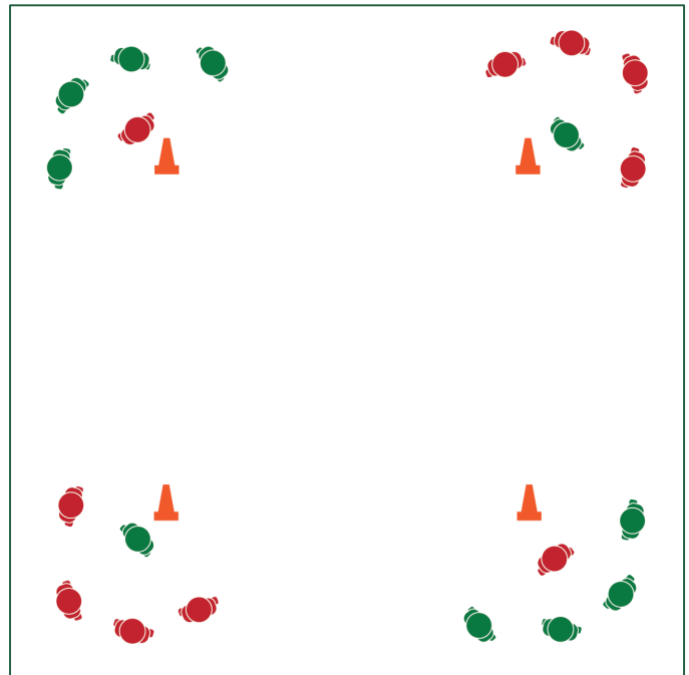
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- Music and music player
- Drum or whistle
- 4 cones

**Set-Up:**

1. Create 4 quadrants in the activity area, with a cone in the center of each quadrant.
2. Create 4 equal groups of students, 1 group per cone.
3. Designate 1 student per group to be the Boogie Captain.



**Activity Procedures:**

1. Today we'll work on improving our fitness with an activity called 4-Corner Boogie! The object is for you to follow the aerobic movements of each cone's Boogie Captain. When you hear the drum or whistle, everyone except the Boogie Captains will rotate clockwise.
2. Boogie Captains, you are responsible for creating a safe and high-energy movement (or sequence) with the goal of increasing everyone's heart rates while they are active at your cone.
3. Once groups rotate all the way around the area and make it back to their original cones, the Boogie Captain will select a new captain for the next round.
4. This activity can also be done with fitness-component-specific exercises. For example, the Boogie Captain can become the Muscular Fitness Captain, or the Yoga Captain, etc.

**Grade Level Progression:**

**6<sup>th</sup>:** Play the activity as described above.

**7<sup>th</sup>–8<sup>th</sup>:** Challenge students to create 1 fitness-related question for each Boogie Captain to ask groups as they rotate to each cone.

**4 CORNER BOOGIE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Modify the boundaries to make the activity area smaller or larger to meet the needs of the students.
- Provide set instructions for each Boogie Captain to help facilitate activity and minimize decision-making.

ACADEMIC  
LANGUAGE

Healthy Body, Leadership, Physically Active Lifestyle

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What would you include on a list about leadership?
- **DOK 2:** How can you apply leadership in a physical activity or sport setting?
- **DOK 3:** How would you describe someone who is a leader in the area of physical activity and fitness in our community? In your family?
- **DOK 1:** Let's create a list of all of the physical activities we enjoy.
- **DOK 2:** How does each activity on our list impact our physical and mental health?

TEACHING  
STRATEGY  
FOCUS

**Help students practice skills, strategies, and processes.** In 4-Corner Boogie, students are provided an opportunity to experience an activity leadership role that is short in duration, fun, and open-ended. As the "Boogie Captain," students will be able to provide direction and encouragement to their peers in a physical activity setting.

## PLANKING HOCKEY

### STUDENT TARGETS

- **Skill:** I will demonstrate and hold the correct plank position.
- **Cognitive:** I will identify major muscles used for holding plank position.
- **Fitness:** I will discuss the connection between core strength and overall physical health.
- **Personal & Social Responsibility:** I will demonstrate safe behaviors and good sportsmanship.

### TEACHING CUES

#### PLANK

- Elbows Below Shoulders
- Arms Straight, Not Locked
- Feet Together, Toes Down
- Legs, Back, Head Aligned

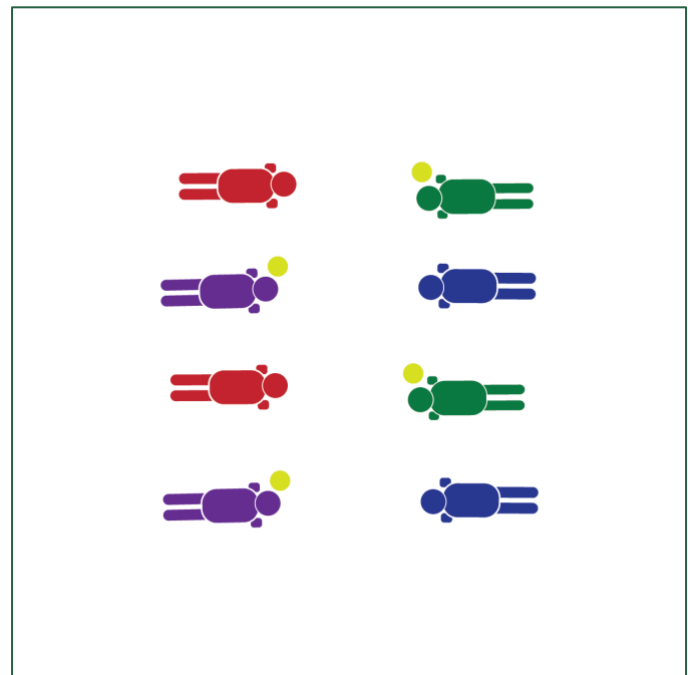
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 coated foam ball per 2 students

#### Set-Up:

1. Pair students, each pair with a ball.
2. Students start out facing each other in plank position with 6 feet of space between them.



#### Activity Procedures:

1. It's time to work on muscular fitness and endurance with Planking Hockey. The object of the activity is to score points by rolling the ball between your opponent's hands. If a point is scored, the defender must do 1 push-up and then restart play as the offense.
2. Hands must be kept shoulder-width apart. Shots on goal must roll on the floor. If the ball bounces or comes off the floor, shots do not count.
3. If the ball rolls between the hands, then a point is scored.
4. In round 1, students defending their goal must keep both hands on the floor (no defense).
5. In round 2, students can use 1 hand to defend their goal (play defense).
6. Allow students to choose full plank or modified plank position.

#### Grade Level Progression:

**6<sup>th</sup>:** Play the activity as described above.

**7<sup>th</sup>–8<sup>th</sup>:** Play the activity in teams with teammates in plank position side-by-side. Goals can be scored between the hands of any player on the opposite team.

**PLANKING HOCKEY**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Provide plank modifications and allow students to choose their level of participation.
  - Level 1: Standard plank with hands and toes as points of contact.
  - Level 2: Modified plank with hands and knees as points of contact (core firm, legs and back aligned)
  - Level 3: Table position with hands and knees as points of contact (knees at 90 degrees, upper leg perpendicular with the floor)
- This activity can be played on a raised surface, like a table or desk.

ACADEMIC  
LANGUAGE

Health-Related Fitness, Mental Health, Muscular Endurance, Muscular Fitness, Muscular Strength, Plank

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 3 [M14.6]** Identifies major muscles used in selected physical activities (6).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is core strength?
- **DOK 2:** What do you know about core strength?
- **DOK 3:** How is core strength related to physical health?

TEACHING  
STRATEGY  
FOCUS

**Help students review content.** Providing a variety of planking games and activities sets the instructional stage for content review, concept expansion, and deeper discussion as it relates to the importance of muscular fitness to enjoyable activity participation. Emphasize the importance of modifying the activity to meet the needs of all participants, as well as the progressive nature of improving personal fitness.

## WARRIOR FITNESS

### STUDENT TARGETS

- **Skill:** I will demonstrate correct technique and exercise form.
- **Cognitive:** I will discuss activity options for strength and endurance training.
- **Fitness:** I will discuss the connection between fitness and physical health.
- **Personal & Social Responsibility:** I will demonstrate sportsmanship and cooperation.

### TEACHING CUES

- Focus on Form
- Heart Rate Up
- Spirit of the Game

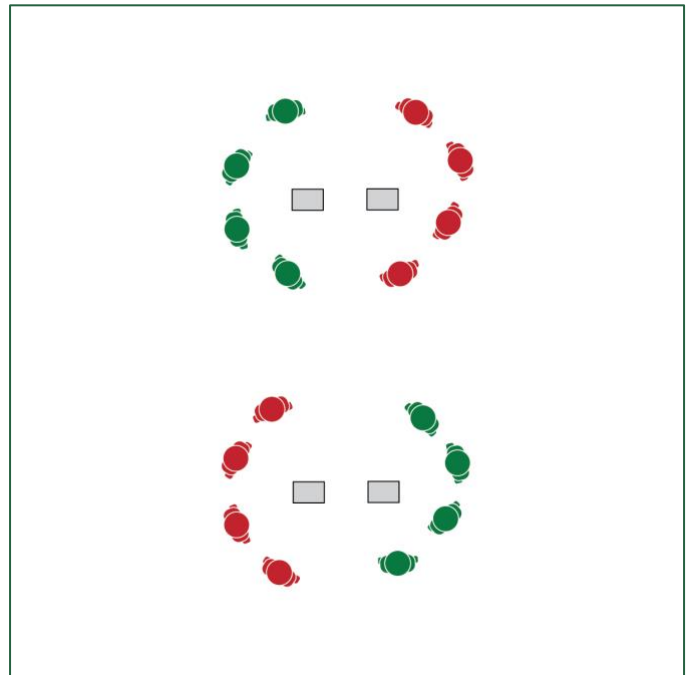
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 deck of cards per 4 teams
- Warrior Fitness Exercise Chart

#### Set-Up:

1. Create 4–8 equal teams, depending on the number of card decks available.
2. Two teams will compete head-to-head using half a deck of cards. (In other words, split 1 deck in half to accommodate 2 games.)



#### Activity Procedures:

1. It's time for Warrior Fitness. This adds a fitness twist to the classic card game of War.
2. Each team will receive 13 cards to start the game. A team representative will draw the first card from the top of their card pile.
3. Teams will then compare cards. The highest card value wins, and the winner keeps both cards.
4. Face cards rank in order from Jack to King, with Aces acting as the highest-value cards in the deck.
5. If teams draw matching cards (e.g., the queen of hearts and the queen of spades), this is considered a war. Teams will then draw and compare the next card from the pile. The winning card then gets to keep all cards in play.
6. After each draw, the sum of both (or all) cards is determined, and both teams will perform that number of repetitions for a designated exercise. For example, if a 3 and a 5 were the cards drawn, all players will perform 8 jumping jacks (or another designated exercise).
7. Play for a set amount of time. If a team gains possession of all 26 cards, shuffle, deal, and restart the game.

#### Grade Level Progression:

**6<sup>th</sup>:** Play the activity as described above.

**7<sup>th</sup>–8<sup>th</sup>:** For homework, or during class time, challenge students to create a variety of Warrior Fitness exercise charts with a focus on specific components of both health- or skill-related fitness.

**WARRIOR FITNESS**

UNIVERSAL DESIGN ADAPTATIONS

- Pair students who may have difficulty with the activity rules with peer coaches to help facilitate game play.

ACADEMIC LANGUAGE

Cooperation, Endurance Training, Exercise Form, Fitness, Sportsmanship, Strength Training, Technique

STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [M3.6-7]** Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics, and/or aerobic dance (6); Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, bodyweight training, and/or light freeweight training (7).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize an activity or exercise that works to build muscular fitness (strength training)?
- **DOK 1:** How can you recognize an activity or exercise that works to improve aerobic capacity?
- **DOK 2:** How would you compare and contrast these 2 types of exercises?
- **DOK 3:** What facts would you select to support the importance of including both types of activities in a fitness routine/plan?

TEACHING STRATEGY FOCUS

**Help students examine similarities and differences.** Understanding the similarities and differences between the various components of fitness is essential knowledge required for students as they work toward developing personal fitness and activity plans. Take time to repeat this process in order to examine all components of health- and skill-related fitness.



## 20-METER RPS CHALLENGE

### STUDENT TARGETS

- **Skill:** I will run 20 meters from line to line in an effort to accumulate the benefits of vigorous physical activity.
- **Cognitive:** I will identify and discuss the 5 components of health-related fitness.
- **Fitness:** I will identify and discuss a variety of activities and exercises that contribute to overall physical and mental health.
- **Personal & Social Responsibility:** I will demonstrate safe behaviors and maintain a positive activity environment.

### TEACHING CUES

- Focus on Form
- Heart Rate Up
- Spirit of the Game

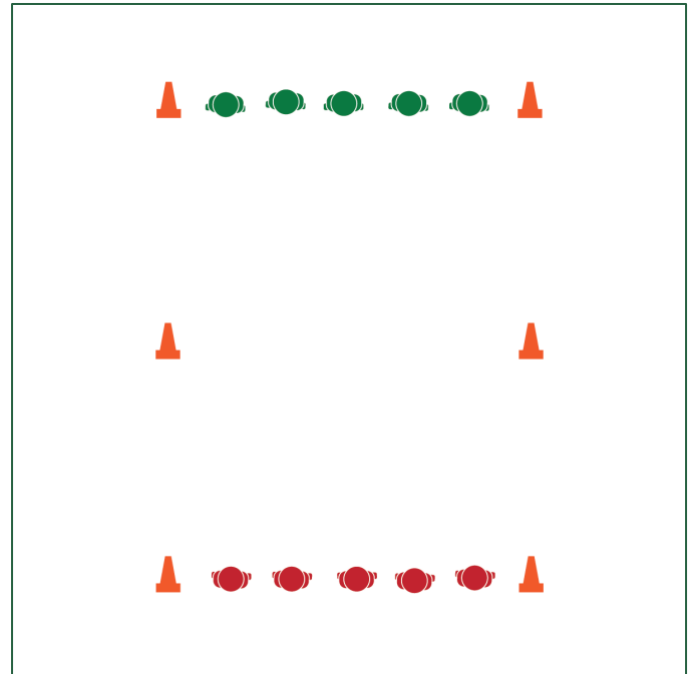
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 6 cones

**Set-Up:**

1. Use cones to create 3 parallel lines, with the end lines each 20 meters from the center line (40 meters apart).
2. Pair students, each student on an end line, directly across from and facing their partner.



**Activity Procedures:**

1. It's time for the 20-Meter RPS Challenge. Your goal is to win as many rounds of Rock, Paper, Scissors as possible.
2. On the start signal, run 20 meters to the center line, meet your partner, and play RPS. The winner will choose the exercise you will each complete on your end lines. You will always complete 10 repetitions of the chosen exercise.
3. As soon as you run 20 meters back to your end line and complete the exercise, it's time to run another 20 meters to the center line to play your partner again.
4. Repeat this sequence until you hear the stop signal.

**Grade Level Progression:**

**6<sup>th</sup>:** Play the activity as described above.

**7<sup>th</sup>–8<sup>th</sup>:** Based on personalized FitnessGram® assessment results, students choose their own exercises to focus on the fitness components they need improve.

**20-METER RPS CHALLENGE**

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to use different ways of moving from the end line to the center line (wheel chairs, scooters, etc.).
- Pair students with peer coaches to help facilitate RPS game play.

ACADEMIC LANGUAGE

Benefits, Health-Related Fitness, Mental Health, PACER, Physical Activity Environment, Physical Health, Safe Behaviors

STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF QUESTIONS

- **DOK 1:** Identify the components of health-related fitness assessed by each FitnessGram® assessment.
- **DOK 2:** What do you know about each assessment?
- **DOK 2:** How can you apply what you learn from each assessment to help develop or modify your fitness routine/plan?
- **DOK 3:** Identify activities you can do to help improve your FitnessGram® scores. What facts would you select to support your activity choices?

TEACHING STRATEGY FOCUS

**Manage response rates with tiered questioning techniques.** One important outcome related to students' fitness knowledge is the understanding of fitness assessments, why those assessments are important, and how the data from each assessment can inform fitness planning. Knowing this outcome and aiming for it provides a clear progression of questions, guiding students toward the application of fitness knowledge.

## PARTNER POSES

### STUDENT TARGETS

- **Skill:** I will demonstrate correct technique and exercise form during the Everyday Yoga static stretching routine.
- **Cognitive:** I will describe the difference between dynamic and static stretching.
- **Fitness:** I will identify the muscles involved in each Everyday Yoga exercise.
- **Personal & Social Responsibility:** I will use positive language when giving feedback to my partner.

### TEACHING CUES

- Focus on Form
- Use Positive Language
- Get a Safe Stretch
- Modify When Needed

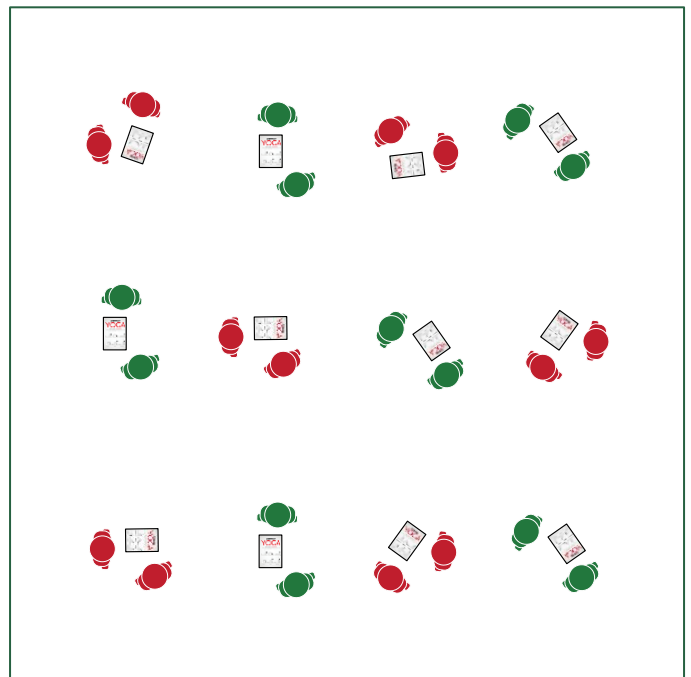
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- Darebee Everyday Yoga workout card (or other yoga resources)  
<https://darebee.com/workouts/everyday-yoga-workout.html>
- Music and music player

#### Set-Up:

1. Pair students. Each pair with a yoga card.
2. You can also display the card using an LCD projector.



#### Activity Procedures:

1. It's time to work on our flexibility and balance with Partner Poses.
2. During this activity, you will help your partner evaluate their yoga form for safety and effectiveness.
3. When the music begins, partner 1 will begin by performing the first yoga pose on the card. Partner 2 will evaluate form and alignment, providing feedback using positive language.
4. Hold each pose for 20 seconds and then change roles.

#### Grade Level Progression:

- 6<sup>th</sup>: Play the activity as described above.  
7<sup>th</sup>–8<sup>th</sup>: Challenge students to create their own Darebee-style yoga workout cards.

**PARTNER POSES**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Provide visual and auditory cues for all exercises.
- Provide workout cards with exercise modifications or options, allowing students to select their level of challenge.

ACADEMIC  
LANGUAGE

Dynamic Stretching, Exercise Form, Flexibility, Positive Language, Static Stretching, Stretching, Technique, Yoga

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M9.6-8]** Employs correct techniques and methods of stretching (6); Describes and demonstrates the difference between dynamic and static stretches (7); Employs a variety of appropriate static stretching techniques for all major muscle groups (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is flexibility?
- **DOK 2:** How does stretching affect flexibility?
- **DOK 2:** Compare and contrast static stretching and dynamic stretching.
- **DOK 3:** How might we safely adapt a static stretch to make it dynamic?

TEACHING  
STRATEGY  
FOCUS

**Organize students to interact with content.** Exposing students to appropriate and accurate fitness resources available to them outside of physical education class is an essential requirement as we guide them toward an active lifestyle. Using Darebee.com workouts during class provides students with hundreds of no-cost workouts that can be done at home.

**UNPLUGGED**

STUDENT TARGETS

- **Skill:** I will demonstrate correct technique and exercise form during the Unplugged dynamic stretching routine.
- **Cognitive:** I will describe the difference between dynamic and static stretching.
- **Fitness:** I will identify the muscles involved in each Unplugged exercise.
- **Personal & Social Responsibility:** I will use positive language when giving feedback to my partner.

TEACHING CUES

- Focus on Form
- Use Positive Language
- Get a Safe Stretch
- Modify When Needed

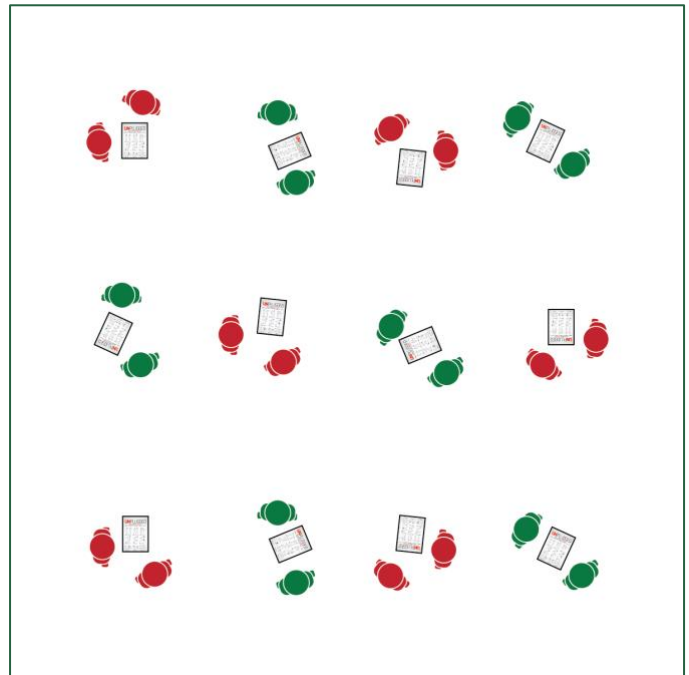
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- Darebee Unplugged workout card
- <https://darebee.com/workouts/unplugged-workout.html>
- Music and music player

**Set-Up:**

1. Pair students, each pair with an Unplugged card.
2. You can also display the card using an LCD projector.



**Activity Procedures:**

1. It's time to continue working on our flexibility and balance with Unplugged from Darebee.com.
2. During this activity, you will help your partner evaluate their exercise form for safety and effectiveness.
3. When the music begins, partner 1 will perform the first exercise on the Unplugged card. Partner 2 will evaluate form and alignment, providing feedback using positive language.
4. When partner 1 has finished the designated number of repetitions, switch roles and continue until the entire card has been completed.

**Grade Level Progression:**

6<sup>th</sup>: Play the activity as described above.

7<sup>th</sup>–8<sup>th</sup>: As homework, instruct students to visit Darebee.com to download and print a workout card that will help them improve their health-related fitness. In class, allow students to choose from the cards collected by their classmates.

**UNPLUGGED**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Provide visual and auditory cues for all exercises.
- Provide workout cards with exercise modifications or options, allowing students to select their level of challenge.

ACADEMIC  
LANGUAGE

Dynamic Stretching, Exercise Form, Flexibility, Muscles, Positive Language, Static Stretching, Stretching, Technique

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M9.6-8]** Employs correct techniques and methods of stretching (6); Describes and demonstrates the difference between dynamic and static stretches (7); Employs a variety of appropriate static stretching techniques for all major muscle groups (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What would you include on a list about dynamic stretching? Static stretching?
- **DOK 2:** Comparing the 2 lists, what are the major differences between the 2 types of stretching?
- **DOK 3:** What facts would you select to support the use of dynamic stretching as a warm-up for more vigorous physical activity?

TEACHING  
STRATEGY  
FOCUS

**Organize students to interact with content.** Exposing students to appropriate and accurate fitness resources that are available to them outside of physical education class is an essential requirement as you guide them toward an active lifestyle. Using Darebee.com workouts during class provides students with hundreds of no-cost workouts that can be done at home.

## PLANKING SLAM BALL

### STUDENT TARGETS

- **Skill:** I will demonstrate and hold the correct plank position.
- **Cognitive:** I will identify the major muscles used for holding plank position.
- **Fitness:** I will discuss the connection between core strength and overall physical health.
- **Personal & Social Responsibility:** I will demonstrate safe behaviors and good sportsmanship.

### TEACHING CUES

#### PLANK

- Elbows Below Shoulders
- Arms Straight, Not Locked
- Feet Together, Toes Down
- Legs, Back, Head Aligned

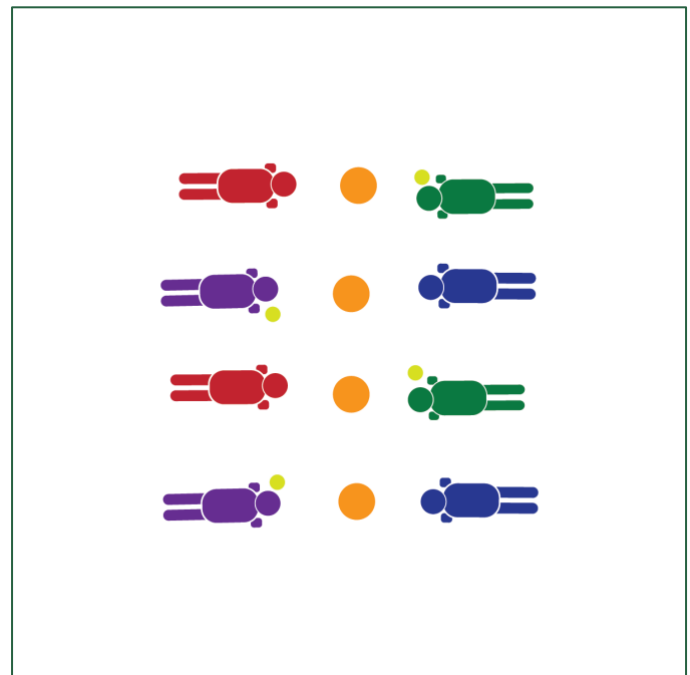
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 large spot marker per 2 players
- 1 tennis-sized ball (or Spikeball®) per 2 players

#### Set-Up:

1. Pair students.
2. Paired players face each other in plank position with a spot marker between them, approximately 2–3 feet from each player.
3. 1 player from each pair begins with the ball.



#### Activity Procedures:

1. Today we're going to work on upper body and core strength by playing Slam Ball in plank position. (See OPEN's [Elementary Instant Activities](#) for the traditional Slam Ball activity.)
2. The object of Slam Ball is to successfully throw and catch the ball using the spot marker as a target.
3. When I say, "GO!" the first player throws the ball at the spot marker. The second player attempts to catch it. This continues until the ball is not caught.
4. Scoring:
  - a. Ball does not hit inside the spot marker (point for receiving player)
  - b. Ball hits the spot marker, but is not within reach of the receiver (point for receiving player)
  - c. Ball hits the spot marker and bounces over the head of the receiver (point for receiving player)
  - d. Ball is catchable, but is not successfully caught by receiving player (point for serving player)

#### Grade Level Progression:

**6<sup>th</sup>:** Play the activity as described above.

**7<sup>th</sup>–8<sup>th</sup>:** Increase/decrease the size of the spot and/or the distance students are positioned from the spot.



**PLANKING SLAM BALL**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Provide plank modifications and allow students to choose their level of participation.
  - Level 1: Standard plank with hands and toes as points of contact.
  - Level 2: Modified plank with hands and knees as points of contact (core firm, legs and back aligned)
  - Level 3: Table position with hands and knees as points of contact (knees at 90 degrees, upper leg perpendicular with the floor)

ACADEMIC  
LANGUAGE

Health-Related Fitness, Mental Health, Muscular Endurance, Muscular Fitness, Muscular Strength, Plank

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 3 [M14.6]** Identifies major muscles used in selected physical activities (6).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** Let's create a list of the muscles used for holding plank position.
- **DOK 2:** What did you notice about your performance as you continued to hold plank position?
- **DOK 3:** How can you adapt this activity to help improve other components of fitness?

TEACHING  
STRATEGY  
FOCUS

**Help students engage in cognitively complex tasks.** Exploring the muscles engaged in planking games is a great way to provide immediate relevance to physical activity and exercise. Showing students the connection between games and activities and their own bodies can connect student learning and help inspire student interest in exercise science and biomechanics.



SAMPLE LESSON PLAN

FOCUS  
OUTCOMES

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

FOCUS  
TARGETS

- **Skill:** I will stay vigorously active throughout this activity.
- **Cognitive:** I will identify the 5 components of health-related fitness.
- **Fitness:** I will discuss the connection between fitness and mental health.
- **Personal & Social Responsibility:** I will discuss how being physically active leads to a healthy body.

ACADEMIC  
LANGUAGE

- Health-Related Fitness
- Mental Health
- Physical Activity
- Physical Health

SELECTED  
ASSESSMENT

- Plug & Play Fitness DOK Exit Slips

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>Students find a partner as they enter the activity area and move to an open hoop. They begin by discussing DOK questions 1 and 2, which are displayed on the wall. Once all students arrive, being the Pitch &amp; Go Treasure activity.</p>	<p>Pitch &amp; Go Treasure</p>	<p><b>DOK 1:</b> What is mental health?  <b>DOK 2:</b> How does your fitness affect your mental health?  <b>DOK 3:</b> How is confidence related to this connection? What facts would you select to support your answer?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Students transition to skill-based activities.   <i>This space is purposely left for you to complete in order to highlight the intended use of Plug &amp; Play activities. This module is not meant to be done together and in sequence; rather, each Plug &amp; Play activity is meant to be embedded into your skill-based modules throughout the school year.</i></p>	<p>Choose an activity from your current skill-based module.</p>	<p>Debrief is focused on skill-based concepts.</p>
<p><b>3</b> LEARNING TASK</p>	<p>Transition notes for next activity</p>	<p>Choose an activity from your current skill-based module.</p>	<p>Debrief is focused on skill-based concepts.</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p>Students complete Plug &amp; Play Fitness DOK Exit Slips.</p>		

# AEROBIC CAPACITY

(noun)

The body's ability to take in, transport, and use oxygen during vigorous physical activity.

In order to improve her **aerobic capacity**, Fiona decided to train for a community 5K race.



# BENEFIT

(noun)

An advantage gained from something.

Having fun with your friends is one **benefit** of being active with a group.



# BODY COMPOSITION

(noun)

Measurement of the percentage of fat, muscle, water, and bone found in the human body.

Max attempted to improve his **body composition** by exercising regularly and eating well.



# COOPERATION

(noun)

The process of working together for a common goal or outcome.

Keeping our physical education equipment in good condition takes **cooperation**. We all have to work together to use things the way they were meant to be used and to put them back where they belong when class is over.



# 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.

Before playing in the game, the team performed some **dynamic stretching** to warm up all their muscles in order to prevent injury.



# ENDURANCE TRAINING

(noun)

An exercise routine or plan designed to build stamina (muscular, aerobic, or mental).

The **endurance training** required to prepare Chloe for a half-marathon was challenging and rewarding.





# EXERCISE FORM

(noun)

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

The entire class focused on **exercise form** as they learned the safe way to build strength.



# FITNESS

(noun)

The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

---

Loren learned that developing her **fitness** really helped to improve the way her body and mind felt.



# FLEXIBILITY

(noun)

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

Zoe's **flexibility** was the best in the class because she followed her PE teacher's advice to properly warm up and cool down when participating in physical activities.



# 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.

Finding a variety of physical activities that you like is a good way to improve and maintain all five components of **health-related fitness**.



# HEALTHY BODY

(noun)

A body that is in a state of physical well-being, has a balanced body composition and proper hydration, and is rested and prepared for the requirements of daily living.

Body appreciation week was a perfect time for Mrs. Jackson to emphasize the importance of sleep, nutrition, and exercise in order to maintain a **healthy body**.



# LEADERSHIP

(noun)

The effective use of people skills to organize and motivate others to work cooperatively toward a common goal.

Lara's **leadership** helped motivate her team to focus during practice and perform well during competition.



# MENTAL HEALTH

(noun)

An individual's psychological and emotional well-being.

Michael learned how to focus his breathing to reduce his stress and improve his **mental health**.



# MODERATE

(adjective)

Average or medium intensity,  
amount, or degree.

After her injury, Caitlin began a walking routine so she could begin her recovery with exercise of **moderate** intensity.





# MUSCLE

(noun)

A band or bundle of fibrous tissue in a body that has the ability to contract and relax, producing movement in or maintaining stability of parts of the body.

---

The biceps are **muscles** in your arms that help you pull weight toward your body.



# MUSCULAR ENDURANCE

(noun)

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

Cole demonstrated his impressive **muscular endurance** by performing 75 curl-ups during his fitness test.



# MUSCULAR FITNESS

(noun)

The combined status of muscular strength and muscular endurance.

High-intensity interval training that includes exercises like push-ups and burpees can help improve a person's overall **muscular fitness**.



# MUSCULAR STRENGTH

(noun)

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

Shelia added exercises meant to build **muscular strength** into her fitness plan in order to train for the citywide cross-training event.



# PACER

(noun)

A multistage fitness test done on a 20-meter running course used to predict an individual's  $VO_2$  max. Participants run back and forth across the course, prompted by beeps that increase the pace of the activity from moderate to vigorous.

Phillip continued to work on his aerobic capacity because his **PACER** results indicated he was not yet in a healthy fitness zone.



# PHYSICAL ACTIVITY

(noun)

Any physical movement that uses the body's energy.

Taking a walk with my family is a great **physical activity** and helps us stay healthy.



# PHYSICAL ACTIVITY ENVIRONMENT

(noun)

The physical and social surroundings and conditions in which a person or group of people participate in physical activity.

Mr. Martinez works hard to create a positive **physical activity environment** for all of his physical education classes.



# PHYSICAL HEALTH

(noun)

An individual's biological well-being.

Caleb knew that his **physical health** was determined by lots of factors, many of which he could control with healthy behaviors.





# PHYSICALLY ACTIVE LIFESTYLE

(noun)

A way of living that includes regular, habitual physical activity.

By encouraging her friends to be active with her, Izzi helped the people she cared about establish a **physically active lifestyle**.



# PLANK

(noun)

A physical exercise used to strengthen and condition core muscles, in which one performs a single push-up and then holds the raised position for a set period of time.

---

A **plank** is one of the best exercises you can do to strengthen your core muscles.



# POSITIVE LANGUAGE

(noun)

A method of verbal communication that uses an optimistic tone and focuses on what is good or can be improved in a given situation, task, or environment.

---

Jose used **positive language** during intramural basketball games because he loved having fun and being active with his friends.



# SAFE BEHAVIORS

(noun)

Deliberate actions that consider the well-being of the individual, group, and physical environment.

The class knew that **safe behaviors** were important to maintaining a positive learning environment.



# SPORTSMANSHIP

(noun)

Ethical, appropriate, polite, and fair behavior while participating in a game or athletic event.

Anthony demonstrated great **sportsmanship** during and after the game. Even though he lost, he still complimented his opponent.



# STATIC STRETCHING

(noun)

A gradual, slow stretch in which the end position is held for a short time (10–60 seconds).

After each exercise class, Mia performed **static stretching** in order to increase her flexibility.



# STRENGTH TRAINING

(noun)

A type of physical exercise involving the use of resistance to create muscular contraction with the intention of building muscular strength.

Felicia encouraged her mom to engage in **strength training** 3 times per week to help her improve her physical health.



# TECHNIQUE

(noun)

A skillful or efficient way of performing an activity.

A focus on exercise **technique** will help your workouts be effective and safe.





# VIGOROUS

(adjective)

Done with great force and energy.

---

Forrest's heart rate was  
175 beats per minute after his  
**vigorous** run up Church Street Hill.



# YOGA

(noun)

An eastern exercise discipline that includes breath control, mental focus/meditation, and the adoption of specific body postures intended to improve physical, mental, and spiritual health.

Andrea does **yoga** 2 times per week to help her manage stress and keep her body strong.



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>



## Warrior Fitness: Exercise Chart

If the highest-value card is a <b>HEART</b> , then do this activity.	♥ Invisible Speed Rope
If the highest-value card is a <b>DIAMOND</b> , then do this activity.	♦ Plank Jacks
If the highest-value card is a <b>SPADE</b> , then do this activity.	♠ Mummy Jacks
If the highest-value card is a <b>CLUB</b> , then do this activity.	♣ Stationary Sprints

**Warrior** (noun): A person who shows great vigor and courage while purposefully engaging in a campaign of value or importance.



**ACADEMIC LANGUAGE QUIZ**

**1**

**Deliberate actions that consider the well-being of the individual, group, and physical environment.**

- a. Rules
- b. Conformity
- c. Safe Behaviors
- d. On-Task Actions

**2**

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

- a. Dynamic Stretching
- b. Flexibility
- c. Muscular Endurance
- d. Static Stretching

**3**

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

- a. Performance HITT
- b. Gym Etiquette
- c. Overall Fitness
- d. Exercise Form

**4**

**The process of working together for a common goal or outcome.**

- a. Team
- b. Cooperation
- c. Communication
- d. Leadership

**5**

**An individual's psychological and emotional well-being.**

- a. Mental Health
- b. Good Health
- c. Wellness
- d. Stress Management

**6**

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

- a. Muscular Power
- b. Muscular Tone
- c. Muscular Strength
- d. Muscular Endurance

**7**

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

- a. Muscular Fitness
- b. Muscular Tone
- c. Muscular Strength
- d. Muscular Endurance

**8**

**Any physical movement that uses the body's energy.**

- a. Physical Activity
- b. Physical Education
- c. Aerobics
- d. Exercise





**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** What is mental health?
  
  
  
  
  
  
  
  
  
  
- **DOK 2:** How does your fitness affect your mental health?
  
  
  
  
  
  
  
  
  
  
- **DOK 3:** How is confidence related to this connection? What facts would you select to support your answer?
  - *(Write this answer on the back of this sheet.)*

-----

**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** What is mental health?
  
  
  
  
  
  
  
  
  
  
- **DOK 2:** How does your fitness affect your mental health?
  
  
  
  
  
  
  
  
  
  
- **DOK 3:** How is confidence related to this connection? What facts would you select to support your answer?
  - *(Write this answer on the back of this sheet.)*

**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** What are the components of health-related fitness?
  
  
  
  
  
  
  
  
  
  
- **DOK 2:** Which of those components are the focus of Planking 4-Square?
  
  
  
  
  
  
  
  
  
  
- **DOK 3:** Can you predict the effect that good muscular fitness can have on a person's overall mental health? What examples can you provide to support your answer?

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

-----

**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** What are the components of health-related fitness?
  
  
  
  
  
  
  
  
  
  
- **DOK 2:** Which of those components are the focus of Planking 4-Square?
  
  
  
  
  
  
  
  
  
  
- **DOK 3:** Can you predict the effect that good muscular fitness can have on a person's overall mental health? What examples can you provide to support your answer?

*(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 leadership?
  
  
  
  
  
  
  
  
  
  
- **DOK 2:** How can you apply leadership in a physical activity or sport setting?
  
  
  
  
  
  
  
  
  
  
- **DOK 3:** How would you describe someone who is a leader in the area of physical activity and fitness in our community? In your 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 leadership?
  
  
  
  
  
  
  
  
  
  
- **DOK 2:** How can you apply leadership in a physical activity or sport setting?
  
  
  
  
  
  
  
  
  
  
- **DOK 3:** How would you describe someone who is a leader in the area of physical activity and fitness in our community? In your family?

*(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:** What do you know about core strength?
  
  
  
  
  
  
  
  
  
  
- **DOK 3:** How is core strength related to physical health?

*(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:** What do you know about core strength?
  
  
  
  
  
  
  
  
  
  
- **DOK 3:** How is core strength related to physical health?

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

**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** How can you recognize an activity or exercise that works to build muscular fitness?
- **DOK 1:** How can you recognize an activity or exercise that works to improve aerobic capacity?
- **DOK 2:** How would you compare and contrast these 2 types of exercises?
- **DOK 3:** What facts would you select to support the importance of including both types of activities in a fitness routine/plan?

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

-----

**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** How can you recognize an activity or exercise that works to build muscular fitness?
- **DOK 1:** How can you recognize an activity or exercise that works to improve aerobic capacity?
- **DOK 2:** How would you compare and contrast these 2 types of exercises?
- **DOK 3:** What facts would you select to support the importance of including both types of activities in a fitness routine/plan?

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

**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** Identify the components of health-related fitness assessed by each FitnessGram® assessment.
  
- **DOK 2:** What do you know about each assessment?
  
- **DOK 3:** How can you apply what you learn from each assessment to help develop or modify your fitness routine/plan?

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

-----

**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** Identify the components of health-related fitness assessed by each FitnessGram® assessment.
  
- **DOK 2:** What do you know about each assessment?
  
- **DOK 3:** How can you apply what you learn from each assessment to help develop or modify your fitness routine/plan?

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

**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** What is flexibility?
  
  
  
  
  
  
  
  
  
  
- **DOK 2:** How does stretching affect flexibility?
  
  
  
  
  
  
  
  
  
  
- **DOK 3:** Compare and contrast static stretching and dynamic stretching.

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

-----

**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** What is flexibility?
  
  
  
  
  
  
  
  
  
  
- **DOK 2:** How does stretching affect flexibility?
  
  
  
  
  
  
  
  
  
  
- **DOK 3:** Compare and contrast static stretching and dynamic stretching.

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

**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** Let's create a list of the muscles used for holding plank position.
  
- **DOK 2:** What did you notice about your performance as you continued to hold plank position?
  
- **DOK 3:** How can you adapt this activity to help improve other components of fitness?

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

-----

**BEST PRACTICES EXIT SLIP**

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

*Answer each question below.*

- **DOK 1:** Let's create a list of the muscles used for holding plank position.
  
- **DOK 2:** What did you notice about your performance as you continued to hold plank position?
  
- **DOK 3:** How can you adapt this activity to help improve other components of fitness?

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