

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

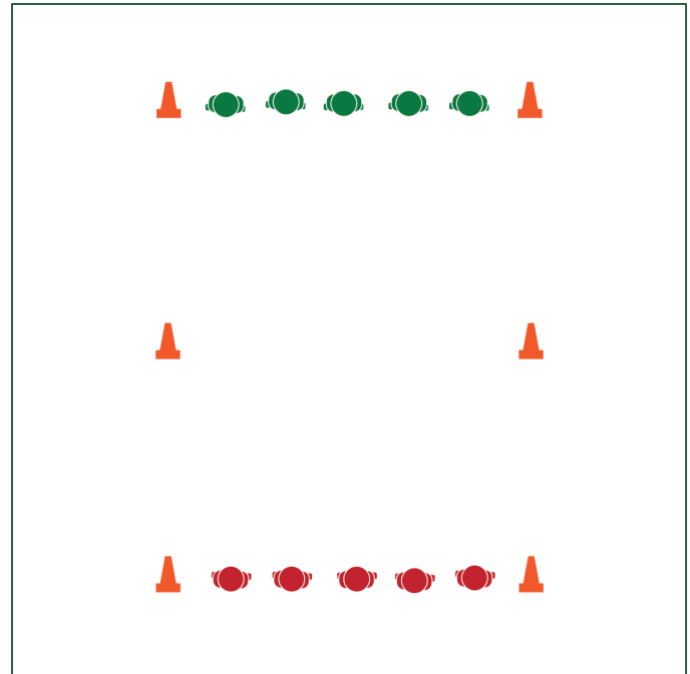
ACTIVITY SET-UP & PROCEDURE

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:

6th: Play the activity as described above.

7th–8th: 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.