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| **Student Assessment Tools** |  |  |
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| Academic Language Quiz |  | **1 page** |
| Movement Concept Self Analysis |  | **1 page** |
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| Teacher Self-Evaluation & Reflection Guide |  | **1 page** |

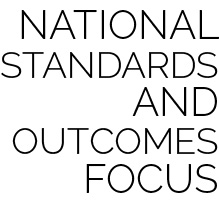


According to [statista.com](https://www.statista.com/statistics/190303/running-participants-in-the-us-since-2006/), fitness running is one of the most popular physical activities in the United States with almost 56 million people participating in 2017. That number is an increase of approximately 14 million people since 2007. With that in mind, OPEN and the [New York Road Runners](https://www.nyrr.org/) have teamed up to bring you an outcomes-based approach for preparing your high school students to enjoy a lifetime of fitness running.



**About New York Road Runners**

[**Rising New York Road Runners**](https://protect-us.mimecast.com/s/s--mC68yn8trGGM7hpZPUF?domain=na01.safelinks.protection.outlook.com) is the flagship youth program from New York Road Runners. Its mix of fun fitness activities and running is designed to teach kids of all abilities the necessary skills to learn to love physical activity. Everything is free and application for enrollment is open to schools PreK through 12th grade across the US. New York Road Runners serves nearly 600,000 runners of all ages and abilities annually through hundreds of races, community open runs, walks, training sessions, and other running-related programming, with nearly 250,000 youth participating in free fitness programs and events nationally through Rising New York Road Runners.



* **Standard** **1 [H1.L1-2]:** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities) (L1); Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities) (L2).
* **Standard 1 [H3.L1-2]:** Demonstrates competency in one or more specialized skills in health-related fitness activities (L1); Demonstrates competency in two or more specialized skills in health-related fitness activities (L2).
* **Standard 2 [H1.L1-2]:** Applies the terminology associated with exercise and participation in selected individual-performance activities, and/or outdoor pursuits appropriately (L1).
* **Standard 3 [H3.L2]:** Applies rates of perceived exertion and pacing (L2).
* **Standard 3 [H5.L1]:** Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle (L1).
* **Standard 3 [H6.L1-2]** Creates a plan, trains for, and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event) (L2).
* **Standard 3 [H8.L1-2]** Relates physiological responses to individual levels of fitness and nutritional balance (L1).
* **Standard 3 [H10.L1-2]:** Calculates target heart rate and applies HR information to personal fitness plan (L1); Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity (L2).
* **Standard 3 [H11.L2]** Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement) (L2).
* **Standard 4 [H3.L1-2]** Uses communication skills and strategies that promote team/group dynamics (L1); Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting (L2).
* **Standard 5 [H1.L1]:** Analyzes the health benefits of a self-selected physical activity (L1).
* **Standard 5 [H2.L2]** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity (L2).
* **Standard 5 [H4.L1-2]** Identifies the opportunity for social support in a self-selected physical activity (L1); Evaluates the opportunity for social interaction and social support in a self-selected physical activity (L2).



Five types of assessment 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.

**Fitness Running Portfolio**

This journal-style portfolio provides one work page for every lesson, with a focus on helping students understand and process the concepts of physiological response, movement skill refinement, and social and emotional learning.

**Holistic Performance Rubric**

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

**Academic Language Quiz**

One short quiz is provided to help evaluate student retention of a small sample of academic language vocabulary words. If many students miss a question covering a specific word, review that word, its meaning, and proper context in future lessons.

**Movement Concept Self Analysis**

The SHAPE America outcomes call for students to be able to “use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (S2.H2.L1).” This self-analysis provides a simple framework in order to prompt students to formally document how critical concepts apply to skill performance and improvement.

**Self-Efficacy and Social Support Inventory**

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



Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Instant Activity / Warm-Up *5–10 minutes*

+ Skill Activity with Debrief *15–25 minutes*

+ Cool-Down Activity *5 minutes*

+ Debrief / Portfolio Completion *5 minutes*

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



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| **Lesson** | **Skill Activity** | **Suggested Academic Language** |
| 1 | RPS Warm-Up, Double **Line Pursuit**,  Walk/Jog Cool Down | Aerobic, Anaerobic, Cardiorespiratory Endurance, Comfortable, Dynamic Warm-Up, Pace, Perceived Exertion, Stamina, Stride |
| 2 | RPS Warm-Up,  **1600M Prediction Run**, Walk/Jog Cool Down | 5K Race, Action Item, Challenge, Desire, Health-Related Fitness, Pace, Perceived Exertion, SMART Goal, Social Support |
| 3 | RPS Warm-Up,  **Uphill Challenge**,  Walk/Jog Cool Down | Aerobic Capacity, Agility, Arm Swing, Balance,  Positive Language, Posture, Refine |
| 4 | RPS Warm-Up,  **Checkpoint Destination**, Walk/Jog Cool Down | 100M, 200M, 400M, 800M, Dehydration, Electrolytes, Heart Rate Zone, Hydration, Lactate Threshold, Lactic Acid, Perseverance, Target Heart Rate, Water |
| 5 | RPS Warm-Up,  **Casino Royale**, Walk/Jog Cool Down | Fitness Plan, Heart Rate, Heart Rate Monitor, Intensity, Pace, Target Heart Rate Zone |
| 6 | RPS Warm-Up,  **Renegade Outlaws**, Walk/Jog Cool Down | Encourage, Health Benefits, Heart Rate Recovery, Mindfulness, Personal Fitness, Positive Language, Technique |
| 7 | RPS Warm-Up,  **Vocab Scavenger Hunt**, Walk/Jog Cool Down | Encourage, Personal Fitness, Positive Language, Social Interaction, Social Support, Target Heart Rate, Technique |
| 8 | RPS Warm-Up,  **1600M Prediction Run,** Walk/Jog Cool Down | Challenge, Desire, Fitness Portfolio, 5K Race, Pace, Perceived Exertion |
| 9 | RPS Warm-Up,  **3K: The One w/the Most**,  Walk/Jog Cool Down | 3K Race, 5K Race, Competency, Cool-Down, Fitness Portfolio, Health Benefits, Performance, Refine |