

MODULE OVERVIEW

ABOUT THIS MODULE

WOW! Too many fitness resources to waste space on an introduction.
MANY THANKS to all of our contributors including the Cooper Institute® and the entire FITNESSGRAM® Team!

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MODULE OVERVIEW

National Standards Addressed

- **Standard 3 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers (7); 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 [M7.6-8]** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- **Standard 3 [M6.6-8]** Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (6); Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week (7); Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week (8).
- **Standard 3 [M8.6-8]** Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level (6); Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (7); Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (8).
- **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 3 [M10.6-8]** Differentiates between aerobic and anaerobic capacity, and muscle strength and endurance (6); Describes the role of exercise and nutrition in weight management (7).
- **Standard 3 [M12.6-8]** Describes the role of warm-ups and cool-downs before and after physical activity (6); Designs a warm-up/cool-down regimen for a self-selected physical activity (7); Designs and implements a warm-up/cool-down regimen for a self-selected physical activity (8).
- **Standard 3 [M13.6-8]** Defines resting heart rate (RHR) and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale (6); Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise (7); Defines how the RPE Scale can be used to adjust workout intensity during physical activity (8).
- **Standard 3 [M15.6-8]** Designs & implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment (6); Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment (7); Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment (8).
- **Standard 3 [M17.6-8]** Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels (6); Develops strategies to balance healthy food, snacks, and water intake, along with daily physical activity (7); Describes the relationship between poor nutrition & health risk factors (8).
- **Standard 3 [M18.6-8]** Identifies positive and negative results of stress and appropriate ways of dealing with each (6); Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (7); Demonstrates basic movements used in other stress-reducing activities such as yoga & Tai Chi (8).
- **Standard 4 [M7.6-8]** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity (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).
- **Standard 5 [M6.6-8]** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

MODULE OVERVIEW

PLANNING
COMPLETE
LESSONS

Each fitness 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:

Warm-Up Activity	<i>5-10 minutes</i>
+ Fitness Activity with Debrief	<i>10-15 minutes</i>
+ Fitness Activity with Debrief	<i>10-15 minutes</i>
+ Check for Understanding	<i>5 minutes</i>

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

Seven 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.

Self-Assessment

This simple self-assessment provides each student with a structure for reflecting on current fitness levels, setting a goal for growth and development, and then reassessing progress toward that goal.

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.

FITT Formula Activity Log

This activity log provides structure for tracking physical activity while highlighting components of the FITT formula.

Blank Tabata Card

Allow students to create a Tabata fitness routine that they can complete in class or at home.

Exit Slips

3 types of exit slips are provided: Fitness Knowledge, Nutrition, and SEL.

Summer Fitness Plan & Tracker

This worksheet and activity log provides students with structure and guidance for setting Summer fitness goals and then tracking progress toward those goals.

Academic Language Quiz

This multiple-choice quiz can be used as is, or as a template for additional vocabular quizzes.

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SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	FITness Warm-Up & AMRAP Teamwork	AMRAP, Borg Rating of Perceived Exertion (RPE) Scale, Health-Related Fitness, Skill-Related Fitness, Frequency, Intensity, Time, Type, FITT Formula, Moderate, Vigorous
2	FITness Warm-Up & Cupid Fitness Capacity	Aerobic, Aerobic Capacity, Anaerobic, Energy Systems, Pace, Prevention, Lactic Acid, Rate Perceived Exertion (RPE), Weight Management
3	Emotional Health Warm-Up & Tabata to Improve	Aerobic Capacity, Abdominal Strength and Endurance, Fitness, Flexibility, Healthy Fitness Zone, Heart Rate Monitor, Improve, Interval, Maintain, Tabata, Upper Body Strength and Endurance
4	Emotional Health Warm-Up & Stretch Arm Strong	Emotional Fitness, Work Independently, Safety, Benefits, Social Interaction, Actively Engage, Static Stretch, Stress, Dynamic Stretch, Warm-Up, Cool-Down
5	FITness Warm-Up & Make a MyPlate Meal	Nutrition, Protein, Grain, Fruits, Vegetables, Dairy, Appropriate Serving, Healthy Risks, Health-Related Fitness, Balance, Food, Food Groups, Calorie Intake, Calorie Expenditure
6	Emotional Health Warm-Up & Freeze Yoga	Emotional Health, Individual Performance Activity, Mental Health, Social Interaction, Stress, Tai Chi, Technique, Yoga
7	Freeze Yoga & Stretch Arm Strong	Emotional Fitness, Work Independently, Safety, Benefits, Social Interaction, Actively Engage, Static Stretch, Stress, Dynamic Stretch, Warm-Up, Cool-Down
8	FITness Warm-Up & Tabata to Improve	Aerobic Capacity, Abdominal Strength and Endurance, Fitness, Flexibility, Healthy Fitness Zone, Heart Rate Monitor, Improve, Interval, Maintain, Tabata, Upper Body Strength and Endurance